

DOCUMENT RESUME

ED 347 343

CE 061 578

AUTHOR Kallembach, Sheri, Comp.; And Others
TITLE Teen Parents: Selected Resources for Vocational Preparation. Volume 2.
INSTITUTION National Center for Research in Vocational Education, Berkeley, CA.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE Jul 92
CONTRACT V051A80004-92A
NOTE 121p.; Developed by the Technical Assistance for Special Populations Program (TASPP), University of Illinois. For volume 1, see ED 324 415.
AVAILABLE FROM National Center for Research in Vocational Education Materials Distribution Service, 46 Horrabin Hall, Western Illinois University, Macomb, IL 61455 (order no. MDS-410: \$5.95).
PUB TYPE Reference Materials - Directories/Catalogs (132)
EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Articulation (Education); Clearinghouses; Computer Managed Instruction; Curriculum Guides; Databases; Demonstration Programs; Disabilities; Disadvantaged; *Early Parenthood; Employment Experience; *Job Skills; *Job Training; Legislation; Limited English Speaking; Policy Formation; Program Administration; *Resource Materials; Services; Special Education; Special Needs Students; Vocational Education

ABSTRACT

This document lists resources for professionals assisting with the educational and career/vocational needs of teen parents. Publication entries are categorized by the following cluster headings of the common components of exemplary programs: program administration, curriculum and instruction, comprehensive support services, formalized articulation and communication, and occupational experience. Resources on general literature, legislation, and policy studies are also provided. Materials contained in this document include the following: publications; newsletters; agencies; associations; organizations; centers for educational information/services; clearinghouses; computer-based information networks; databases; exemplary Vocational Special Needs Programs; National Network for Curriculum Coordination in Vocational and Technical Education; state vocational and technical education curriculum centers; Office of Educational Research and Improvement (OERI) Regional Educational Laboratories; state directors of vocational education; state personnel responsible for vocational education for persons with handicaps, disadvantages, and limited English proficiency; and National Association of State Directors of Special Education, Inc. For each entry, an annotation, price, ordering information, and address are provided. Title and author indexes are provided. (NLA)

3

100

1

1995

1995

● Points of view or opinions stated in this document do not necessarily represent official FBI position or policy.

020121

2

This publication is available from the:

National Center for Research in Vocational Education
Materials Distribution Service
Western Illinois University
46 Horrabin Hall
Macomb, IL 61455

800-637-7652 (Toll Free)

BEST COPY AVAILABLE

**TEEN PARENTS:
SELECTED RESOURCES
FOR VOCATIONAL PREPARATION**

Volume 2

Compiled by

**Sheri Kallembach, Zipura Burac, Maureen Coyle-Williams,
Julie Benesh, Cheryl Bullock, and Linda Iliff**

Technical Assistance for Special Populations Program (TASPP)
University of Illinois

**National Center for Research in Vocational Education
University of California at Berkeley
1995 University Avenue, Suite 375
Berkeley, CA 94704**

Supported by
The Office of Vocational and Adult Education,
U.S. Department of Education

July, 1992

MDS-410

CE 061.578

FUNDING INFORMATION

Project Title:	National Center for Research in Vocational Education
Grant Number:	V051A80004-92A
Act under which Funds Administered:	Carl D. Perkins Vocational Education Act P. L. 98-524
Source of Grant:	Office of Vocational and Adult Education U.S. Department of Education Washington, DC 20202
Grantee:	The Regents of the University of California National Center for Research in Vocational Education 1995 University Avenue, Suite 375 Berkeley, CA 94704
Director:	Charles S. Benson
Percent of Total Grant Financed by Federal Money:	100%
Dollar Amount of Federal Funds for Grant:	\$5,775,376
Disclaimer:	This publication was prepared pursuant to a grant with the Office of Vocational and Adult Education, U.S. Department of Education. Grantees undertaking such projects under government sponsorship are encouraged to express freely their judgement in professional and technical matters. Points of view of opinions do not, therefore, necessarily represent official U.S. Department of Education position or policy.
Discrimination:	Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." Therefore, the National Center for Research in Vocational Education project, like every program or activity receiving financial assistance from the U.S. Department of Education, must be operated in compliance with these laws.

TABLE OF CONTENTS

Preface	i
Technical Assistance for Special Populations Program	iii
Publications	1
Program Administration	1
Curriculum and Instruction.....	6
Comprehensive Support Services	8
Formalized Articulation and Communication	10
Occupational Experience.....	12
General Background Literature Concerning Teen Parents.....	20
Legislation.....	34
Additional Resources	37
Newsletters	42
Agencies, Associations, and Organizations	46
Centers for Educational Information/Services	54
Clearinghouses	63
Computer-Based Information Networks	66
Databases	68
Exemplary Vocational Special Needs Programs	72
National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE)	74
State Vocational and Technical Education Curriculum Centers	76
OERI Regional Educational Laboratories.....	81
State Directors of Vocational Education	87
State Personnel Responsible for Vocational Education for Handicapped, Disadvantaged, and Limited-English Proficient Persons.....	92
National Association of State Directors of Special Education, Inc.	102
Index	
Titles of Resources	109
Authors of Resources	113

PREFACE

The second volume of *Teen Parents: Selected Resources for Vocational Preparation* was developed in response to professionals assisting with the educational and career/vocational needs of teen parents. It is intended to assist state and local administrators of vocational special needs programs, special needs educators, counselors, researchers, policymakers, and others to locate resources to help develop or improve teen parent programs and services.

Materials contained in this document include publications, newsletters, agencies, associations, organizations, centers for educational information/services, clearinghouses, computer-based information networks, databases, and exemplary programs. The entries are categorized by the following cluster headings of the common components of exemplary programs: program administration, curriculum and instruction, comprehensive support services, formalized articulation and communication, and occupational experience. Resources on general literature and legislation and policy studies are also provided.

This guide is *not* intended to be an exhaustive listing of all available resources, but, rather, materials are included which are representative of the field. For each entry, an annotation, the price, ordering information, and address are provided. Resources should be ordered directly from the publisher listed in each annotation.

To avoid duplication, many entries appearing in the first Technical Assistance for Special Populations Programs (TASPP) resource guide on teen parents were omitted. Entries for organizations and centers for educational information/services were updated in this volume due to numerous address changes. For a comprehensive listing of entries, the reader might want to obtain the first resource guide on teen parents.

TASPP has also developed resource guides on transition, limited English proficiency, the unique needs of rural and urban students with disabilities, youth and adults at risk, and the Perkins Act of 1990. These as well as both volumes of the teen parent resource guides may be obtained through the National Center for Research in Vocational Education, Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455, (800) 637-7652.

TECHNICAL ASSISTANCE FOR SPECIAL POPULATIONS PROGRAM

Mission

The Technical Assistance for Special Populations Program (TASPP) works nationally to increase vocational program accessibility, quality, and availability for youth and adults from special populations.

Objectives

- Increase awareness and understanding of critical issues in vocational special needs education, and
- promote exemplary program activity and the adoption of model practices.

Staff

Dr. Carolyn Maddy-Bernstein, Director
Dr. Zipura Burac, Coordinator
Maureen Coyle-Williams, Publications Manager
Cheryl Bullock, Graduate Research Assistant
Linda Iliff, Administrative Assistant

Address

University of Illinois
Vocational and Technical Education
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807

A service program of the National Center for Research in Vocational Education, University of California at Berkeley. TASPP is located at the University of Illinois. Additional information on TASPP services, activities, and publications is available on request.

PUBLICATIONS

PROGRAM ADMINISTRATION

Adolescent Pregnancy in the South: A Mandate for Leadership

Schlitt, J. J., & Copeland, T. L. (1990).
Washington, DC: Southern Regional Project on
Infant Mortality.

This report examines the status of adolescent pregnancy prevention programming in the South and documents the need for continued efforts from governors, legislators, school boards, and city councils. It describes barriers to teenage pregnancy prevention and presents program attributes and case studies of successful programs targeting the following supporting areas: early education and life skills, educational retention, adolescent employment, community service, parenting, healthcare, initiatives directed toward males, and program coordination. The information is directed toward policymakers, program administrators, service providers, and advocates to help in their efforts to improve the lives of young people. jeb (63 pages, \$7.50)

Adolescent Pregnancy: A Funding and Program Analysis of New York State's Response

Sennett, S. Z., & Lepler, S. (1988, January).
Albany: New York State Council on Children and
Families.

The results of an extensive cross-agency review of local assistance funding programs which are relevant to the pregnant, parenting, and at-risk adolescent population of the community are presented in this report. The resulting analysis highlights both the strengths and weaknesses of the state's current efforts. The report serves as a challenge for New York State to make use of the information to transform the current array of funding streams from a series of parallel resources into a coordinated mechanism for serving its children and families. Funding streams and current state policy in relation to fifteen core service areas (e.g., education, employment and training, general health, family planning, pregnant-related health care, health education, life skills development, counseling, child care, basic needs assistance, recreation and youth development, information and referral, case management, networking, and systems coordination) are discussed and analyzed in the first chapter. The second chapter discusses the implications of the existing human services funding and administrative structures

Southern Regional Project on
Infant Mortality
Southern Governors'
Association
Southern Legislative
Conference
444 N. Capitol Street, NW
Suite 240
Washington, DC 20001
(202) 624-5897

New York State Council on
Children and Families
Mayor Erastus Corning Tower
28th Floor, Empire State Plaza
Albany, NY 12223
(518) 473-3652

for implementing a coordinated strategy for adolescent pregnancy prevention and services. The appendix describes all referenced funding streams in detail. (108 pages, no charge)

A Basic Handbook for Establishing a Comprehensive Teen Fathers' Program
Kelley-Sease, B. (1991).
Trenton, NJ: Union Industrial Home for Children.

Based on an inner-city program sponsored by the Robert Wood Johnson Foundation, this handbook outlines the basics of developing programs that provide inner-city males with the skills and motivation to become successfully independent, healthy, and socially responsible adults. Sections of the handbook include program definition, program start-up requirements, outreach program, program services, program benefits, and additional resources. sck (14 pages, no charge)

dBASE III Minimum Evaluation Data Set Program for Teen Pregnancy Care Programs
McBride, D. (1988).
Los Altos, CA: Sociometrics Corporation.

The dBASE III Minimum Evaluation Data Set (MEDS) Program was designed to provide a complete computerized data management system for teen pregnancy care programs. The intent was to design a data system (applicable to any teen pregnancy care program regardless of the approach) that (1) includes data elements considered minimally essential for information collection by adolescent pregnancy programs, (2) produces information that is comparable across programs, and (3) is easy to place into operation and simple to use. The simplicity will hopefully contribute to both the willingness to use the system and the quality of data that are generated.

Information categories include Intake Data, Pregnancy Outcomes, Client and Infant Follow-up, and Service Delivery Information. dBASE III software is needed to run this program. sck (53 pages; dBASE III MEDS Program, \$15.00; MEDS Instrument, \$8.00)

Union Industrial Home for
Children
864 Bellevue Avenue
Trenton, NJ 08618
(609) 695-1492

Sociometrics Corporation
170 State Street, Suite 260
Los Altos, CA 94022-2812
(415) 949-3282

Effective Programs for Rural Single Parents
Wisconsin Council on Vocational Education.
(1990).
Madison: Author.

The Wisconsin Council on Vocational Education (W/COVE) is mandated by the federal Carl D. Perkins Vocational Education Act to provide advocacy and oversight of programs for single parents. This population represents a group for which educational intervention is essential to break the intergenerational cycle of poverty and low educational attainment. This pamphlet is the first document developed by W/COVE to respond to this critical issue and is designed to benefit agencies, groups, and individuals in developing effective programs for single parents particularly in rural areas. However, most of the concepts also apply to urban and suburban settings. Rural single parents have the additional problems created by geographic and social isolation. Included in the document are the following "hallmarks of effective programs for single parents": program structure, staffing, recruitment, education and training, and curriculum. Start-up activities are included in the document, as well as a list of evaluation questions for existing programs and participant objectives. sck (12 pages, no charge)

Evaluating and Monitoring Programs for Pregnant and Parenting Teens
Card, J. J. (Ed.). (1988).
Los Altos, CA: Sociometrics Corporation.

This monograph provides guidelines for the scientific evaluation of care programs for pregnant teens and/or teen mothers. Chapters include a review of the literature, model programs, and step-by-step instructions on how to evaluate teen pregnancy care programs. A hard copy of the Minimum Evaluation Data Set instrument is included. This core instrument was designed as a data management system applicable for use in evaluating any teen pregnancy care program regardless of the approach. sck (151 pages, \$20.00)

Wisconsin Council on
Vocational Education
30 On The Square
30 W. Mifflin Street, Suite 301
Madison, WI 53703
(608) 266-7813

Sociometrics Corporation
170 State Street, Suite 260
Los Altos, CA 94022-2812
(415) 949-3282

Evaluating Your Adolescent Pregnancy Program: How to Get Started

Philiber, S. (1990).

Washington, DC: Adolescent Pregnancy Prevention Clearinghouse.

Many of the steps of adolescent pregnancy program evaluation are outlined in this booklet including how to design a program evaluation, what the different types of evaluation are, what is appropriate to promise funders, where to go for technical assistance, what the costs are, and where to find a good evaluator. The booklet describes pitfalls to avoid in order to have a smooth, successful evaluation.

A description is provided of each type of evaluation in detail including what program aspect each type best suits. Examples of program models and guidelines for writing clear and realistic program goals are also provided. It not only tells what to look for in a good evaluator but where to look for good evaluators. Furthermore, the booklet explains the various cost factors in an evaluation and lists resources for financial assistance with the program evaluation. sck (20 pages, \$4.50)

Reducing Family Poverty: Replicating Hispanic Model Programs for Teen Pregnancy Prevention

Perez, S. M., & Duany, L. A. (1991, September).

Washington, DC: National Council of LaRaza.

This replication guide offers a twelve-step approach for community-based organizations interested in developing and implementing a teenage pregnancy prevention and/or parenting program targeted to Hispanic youth. It is based on information obtained from three model teenage pregnancy/parenting programs through a joint project with the Children's Defense Fund. Detailed program development information, program descriptions, a step-by-step outline to planning and developing an adolescent pregnancy program, and a resource section are included. sck (100 pages; \$15.00, no charge to National Council of LaRaza affiliates)

Adolescent Pregnancy
Prevention Clearinghouse
Children's Defense Fund
122 C Street, NW, Suite 400
Washington, DC 20001
(202) 628-8787 ext. 245

National Council of LaRaza
Publications Department
810 First Street, NE, Suite 300
Washington, DC 20002
(202) 289-1380

**Research Methods for Assessing and Evaluating
School-Based Clinics**

Kirby, D. (1989).

Washington, DC: Center for Population Options.

Designed to help administrators and school health professionals conduct evaluations and measure clinic performance, this guide discusses methodology for needs assessments, the process, and impact evaluation. Included are a student health survey, information on the Center for Population Options' School-Based Clinic Management Information System, and an inventory for assessing school- and clinic-based pregnancy prevention programs. sck (66 pages, \$12.00)

Center for Population Options
Publications Department
1025 Vermont Avenue, NW,
Suite 210
Washington, DC 20005
(202) 347-5700

CURRICULUM AND INSTRUCTION

Adolescent Parent Resource Guide

Clark, P. D. (1989).

Columbus: Ohio State University.

Prepared for Graduation, Reality, and Dual Role Skills (GRADS) classes in Ohio (programs for pregnant/parenting teens), this curriculum consists of four modules: (1) positive self, (2) pregnancy, (3) parenting, and (4) economic independence. The modules contain activities, case studies, discussion guides, and other teaching ideas. The case studies, used throughout the material, reflect a wide variety of lifestyles. This curriculum is designed for professionals working with pregnant and parenting teenagers.

The economic independence module, for example, covers career exploration, goal setting, child care options, job search and applications, balancing the dual-role of parent and worker, employability, and economic resources. Each topic of the other modules is also treated in-depth. A number of valuable discussion starters to encourage students to think deeply about the topics under discussion are included in this curriculum. For example, students are asked, "How would you react?" or "How would you feel?" sck (1,343 pages, loose-leaf; \$56.00, prepaid)

Discover: An Educational Opportunity for Women in Transition

Willson, L. (1987).

Newton, MA: Women's Educational Equity Act Publishing Center.

Information is presented on Discover, a career exploratory course for women who are separated or divorced, single mothers, or married to an underemployed spouse and who want to become self-sufficient and self-supporting. Includes instructions on how to set up the program, program requirements, funding, staffing, and recruitment of participants. Three phases—personal growth, career exploration, and problem solving—are represented by the following eleven modules: self-esteem, independence, sex-role stereotypes, women and power, stress management, assertiveness, relationships, goal-setting, time management, coping with kids, and problem solving. The appendix includes samples of a four-week schedule, three-successive Saturdays' schedule, and a list of community resources. ztb (75 pages, \$12.00)

Instructional Materials Lab

Ohio State University

842 W. Goodale Avenue

Columbus, OH 43212

(614) 292-4277

Women's Educational Equity

Act Publishing Center

Education Development

Center

55 Chapel Street

Newton, MA 02160

(617) 969-7100 in MA

(800) 225-3088

**Working with Teenage Fathers: A Handbook
for Program Development**

Sander, J. (1986, May).

New York, NY: Bank Street College of Education.

Bank Street College of
Education

610 W. 112th Street
New York, NY 10025
(212) 222-6700

This handbook emerged from the Teen Father Collaboration, a two-year national demonstration and research project serving 395 young fathers and prospective fathers. It presents guidelines for the development of effective programs for teenage fathers. Background material is presented describing aspects of the overall problem of adolescent pregnancy and parenting in this country. Other topics covered in remaining chapters include major steps most agencies must take when they begin programs; on and off-site referral sources; core services a program must offer its young father population either on its own premises or at other local organizations; staff development; program models; and conclusions and implications for program development and social policy. General resources are also included. (63 pages, no charge)

COMPREHENSIVE SUPPORT SERVICES

Adolescent Pregnancy Prevention: A Guide for Communities

Brindis, C., Pittman, K., Reyes, P., & Adams-Taylor, S. (1991).
Palo Alto, CA: Stanford Health Promotion Resource Center.

Stanford Health Promotion
Resource Center
Distribution Center
1000 Welch Road
Palo Alto, CA 94304-1885
(415) 723-0003

Written primarily for agencies and community groups that want to take action, this book provides a conceptual framework that describes the problem of adolescent pregnancy and the range of possible solutions. It is a step-by-step guide to all aspects of a successful program, from coalition-building to fund-raising, from needs assessment to impact evaluation, and from developing strategies to implementing plans. Concepts, specific program examples, work sheets, and resource materials are also included. sck (279 pages, \$24.50)

The At-Risk Student: Answers for Educators

Ogden, E., & Germinario, V. (1988, March).
Port Chester, NY: National Professional Resources.

National Professional
Resources
P.O. Box 1479
Port Chester, NY 10573
(914) 937-8879

The authors have taken the perspective that while the schools must deal with the problems of the at-risk student, the school must remain firmly committed to their educational mission as a first priority. Written for administrators, teachers, and support staff on all levels (K-12), this book is designed as an inclusive guide to tested programs and procedures for effectively dealing with student health, in addition to behavioral and familial problems that impede learning. It contains specific steps for the identification, prevention and intervention of drug and alcohol problems, suicide, AIDS, eating disorders, pregnancy, child abuse, violence, and other student problems. Case studies provide examples of crisis situations and effective responses. Resource agencies and successful educational programs are included in the appendix. sck (185 pages, \$29.50)

Counselor/Advocates: Keeping Pregnant and Parenting Teens in School

Earle, J. (1990, April).

Alexandria, VA: National Association of State Boards of Education.

National Association of State
Boards of Education
Publications Office
1012 Cameron Street
Alexandria, VA 22314
(703) 684-4000

Sponsored by the National Association of State Boards of Education, this report presents the results of a three-year demonstration project testing the effects of using counselor/advocates to help pregnant and parenting teens stay in school. Counselor/advocates, placed in two large schools in urban areas, provided pregnant and parenting teens with supportive services including attendance tracking; access to health, social, and academic services; counseling services; employment services; and record keeping. Findings reveal that the program had a positive effect on the teens' retention, and most advanced to the next grade. Included in the discussion of the results are outcomes for students, schools, and districts/communities.

Key components that would be helpful to schools and communities in developing programs for pregnant and parenting students are also discussed in the report. Policy implications at both local and state levels are presented. ztb (48 pages, \$7.00)

In School Together: School-Based Child Care Serving Student Mothers: A Handbook

Cahill, M., White, J. L., Lowe, D., & Jacobs, L. E. (1990).

Washington, DC: Academy for Educational Development.

Academy for Educational
Development
1255 23rd Street, NW
Washington, DC 20037
(202) 862-1900

The majority of teenage parents drop out of school. Their overwhelming need for welfare support is often linked to lack of education, yet many teenage parents cannot continue school unless child care is provided at the school. This book, directed toward this concern, provides practical guidance in setting up school-based child care. It covers the following topics such as need, support strategies, design, staff, infant/toddler program, programming for mothers, center as a learning lab, site and space, policies, funding, management and evaluation, and additional resources for program planning. sck (135 pages, \$15.00)

FORMALIZED ARTICULATION AND COMMUNICATION

At-Risk Youth in Crisis: A Handbook for Collaboration Between Schools and Social Services (Vol. 1: Introduction and Resources)
Linn-Benton Education Service District, & ERIC Clearinghouse on Educational Management. (1991, February).
Eugene, OR: Author.

ERIC Clearinghouse on
Educational Management
Editor
University of Oregon
1787 Agate Street
Eugene, OR 97403
(503) 346-5044

An introduction to the At-Risk Youth in Crisis Handbook Series is presented in this handbook along with a rationale for the series and benefits, in addition to how it was developed, and how educators can adapt the handbook to their own communities. In order to be a useful tool, users must collect information about the social service agencies in their own communities and create a personalized community resource section. The steps for adapting the handbook are provided along with summaries of journal articles and research reports on collaboration between schools and social services. sck (58 pages, \$7.50)

Building Life Options, School-Community Collaborations for Pregnancy Prevention in the Middle Grades
Archer, E., & Cahill, M. (1991, July).
Washington, DC: Academy for Educational Development.

Academy for Educational
Development
1255 23rd Street, NW
Washington, DC 20037
(202) 862-1900

Numerous examples of effective pregnancy prevention strategies and programs across the country are provided in this handbook. Useful advice is provided on designing, implementing, and evaluating a program based on five years of experience in eight urban school districts. An extensive resource section is included. sck (142 pages, \$19.95 prepaid)

Linking Schools with Human Service Agencies
Ascher, C. (1990, February).
New York, NY: ERIC Clearinghouse on Urban Education.

ERIC Clearinghouse on
Urban Education
Box 40
Teachers College
Columbia University
New York, NY 10027
(212) 678-3433

The importance of coordinated service delivery to students and their families is the focus of this digest. Common barriers to collaboration are addressed. Recommendations for educators seeking to develop collaborative links with other service providers to meet the needs of K-12 students are included. mcw (2 pages, no charge)

The Same Client: The Demographics of Education and Service Delivery Systems
Hodgkinson, H. (1989, September).
Washington, DC: Institute for Educational Leadership, Inc., Center for Demographic Policy.

This report analyzes the interconnectedness of service organizations across functional lines. This model suggests that educators at all levels need to begin to become familiar with other service providers at their level, as they are serving the same children and families as clients. The author proposes that legislative leaders at federal, state, and local levels begin to exert pressure on their education, health, housing, and transportation bureaucracies to begin to collaborate. mcw (28 pages; \$12.00, discounts available for 10 or more copies)

What it Takes: Structuring Interagency Partnerships to Connect Children and Families with Comprehensive Services
Melaville, A. I., & Blank, M. J. (1991, January).
Washington, DC: Education and Human Services Consortium.

This monograph is aimed at state and local education, human services policymakers, administrators, and practitioners. It also examines why schools, health and welfare agencies, youth services agencies, community-based organizations, and others must collaborate on behalf of children and families. Guidance is offered on how to do so effectively. The monograph contains an assessment of current needs for support services; a description of five variables that strongly influence interagency partnerships and selected interagency initiatives; and a working tool for use in interagency partnerships, local needs assessments, and workshops. Appendices list program descriptions and contact information, resources for additional information and assistance, and suggestions for further reading. jeb (55 pages, \$3.00)

Institute for Educational Leadership, Inc.
Center for Demographic Policy
Publications Department
1001 Connecticut Avenue, NW,
Suite 310
Washington, DC 20036
(202) 822-8405

Education and Human Services Consortium
Institute for Educational Leadership
1001 Connecticut Avenue, NW
Suite 310
Washington, DC 20036-5541
(202) 822-8405

OCCUPATIONAL EXPERIENCE

Building Opportunity for Disadvantaged Young Families: The Project Match Experience

Olson, L. M., & Herr, T. (1989, February). Evanston, IL: Northwestern University, Center for Urban Affairs and Policy Research.

Center for Urban Affairs and
Policy Research
Northwestern University
2040 Sheridan Road
Evanston, IL 60208-4100
(708) 491-3395

Project Match is an employment assistance demonstration program located in an impoverished inner-city community, the Cabrini-Green public housing projects and surrounding area in Chicago, Illinois. The purpose of the program is to develop and test ways to help disadvantaged women and men return to school, obtain vocational training, and find and keep jobs. This is the final report of a grant which served single adolescent parents funded by the Illinois State Board of Education and the Ounce of Prevention Fund—Building Opportunity for Teenage Single Parents. Project Match served as one of the model sites for this grant.

The purpose of the report is to share information about designing and implementing employment assistance interventions for single adolescent parents. The experiences of Project Match are used to discuss critical programming issues such as (1) What are the vocational and personal needs of adolescent parents that must be addressed? (2) How can programs reach young parents' needs? (3) How do we measure progress? and (4) What results can we expect? The appendix includes a detailed report about the development of Project Match program strategies through a case-study approach, presenting three in-depth case histories. sck (65 pages, \$4.00)

Case Studies for Order Amidst Complexity: The Status of Coordination Among Vocational Education, Job Training Partnership Act, and Welfare-to-Work Programs (MDS-214)

Grubb, W. N., Brown, C., Kaufman, P., & Lederer, J. (1990, August).

Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

National Center for Research in
Vocational Education
Materials Distribution Service
Western Illinois University
46 Horrabin Hall
Macomb, IL 61455
(800) 637-7652

This report is an appendix to *Order Amidst Complexity: The Status of Coordination Among Vocational Education, Job Training Partnership Act, and Welfare-to-Work Programs* (MDS-063). It presents case studies of coordination efforts among vocational education,

JTPA, and welfare-to-work programs in Georgia, Illinois, Massachusetts, Minnesota, Tennessee, Washington, and selected California service delivery areas. Various programs and their descriptions, content, administration, and funding are included, with emphasis on coordination and partnerships. While they emphasize coordination that takes place at the local level, they also describe state policy related to coordination. jeb (113 pages, \$5.00)

From Welfare to Work

Gueron, J. M., & Pauly, E. (1991, September).
New York, NY: Manpower Demonstration
Research Corporation.

Highlighted in this book is a synthesis of programs and services targeted at public assistance recipients through the 1988 welfare reform legislation, the Family Support Act. The focus is on the impact and effectiveness of the programs on different welfare populations. This book presents evidence that programs designed to help move welfare recipients into employment have saved substantial money for local, state, and federal governments and produced earnings gains for recipients. sck (\$12.95 paperback, \$34.95 hardcover, no charge for Summary)

Illiteracy and the Employability of Single Mothers: A Policy and Program Approach

Hayes, C. (1986, July).
Washington, DC: Wider Opportunities for Women.

Includes the results of a study of the Wider Opportunities for Women's Single Parent Employability and Educational Development project in which basic-skill level improvements of women in employment training were matched with selected demographic, educational, and occupational data. The study was supplemented by impressions of the subjects' nonacademic attainments evaluating social and developmental processes. A positive correlation was found between higher basic skills improvement rates and women with three or fewer children, women who did not receive public assistance, women with higher levels of education, and women over twenty-nine years of age. The report also provides an overview of the scope of the problem of illiteracy, describes the two programs used for the study (a basic skills program and an electro-mechanical preparatory program), suggests policy and program initiatives to address this

Manpower Demonstration
Research Corporation
Publications Department
Three Park Avenue
New York, NY 10016
(212) 532-3200

Wider Opportunities for
Women
1325 G Street, NW,
Lower Level
Washington, DC 20005
(202) 638-3143

problem, and publicizes strategies for remediation of basic skills in adults. Educators, employers, and government personnel with concern for adult illiteracy are the intended audience. jeb (60 pages, \$5.00)

Into the Working World Reports (Minority Female Single Parent Program: Lessons from Research)

Rockefeller Foundation. (1990).
New York, NY: Author.

The Rockefeller Foundation
Equal Opportunity Program
1133 Avenue of the Americas
New York, NY 10036
(212) 869-8500

New findings from a Rockefeller Foundation demonstration program study spotlight the possible gains from fully integrated programs of education and employment. The findings are important to those developing programs of basic education and employment under the Family Support Act and other auspices. The integrated model focuses on employment training on a specific job, relates basic skills training to that job, and tries to meet the precise needs of the local labor market. The model also pulls together support services for handling such everyday problems as child care and is designed to boost motivation as it tailors training plans to the individual. The findings are based on a study of four programs, comprising the Minority Female Single Parent (MFSP) Demonstration Project. All four are voluntary programs run by community-based organizations.

The following publications and videos give detailed information about the MFSP program and the women it served. Summary reports include *Into the Working World* and *More Jobs and Higher Pay: How an Integrated Program Compares with Traditional Programs*. Technical research reports include *Local Context and Target Population Program Operations*, *Program Costs*, *Short-Term Economic Impacts*, *Child Care Referral Options*, and *Child Care and Employment Training*. Briefing papers include *Child Care Challenges for Low-Income Families*, *New Evidence about Effective Training Strategies*, *Literacy and the Marketplace: Improving the Literacy of Low-Income Single Mothers*, and *Planning Employment Services for the Disadvantaged*. Videos include "Si Se Puede" and "Irrefutable Evidence." Other reports will follow as the evaluation progresses. jeb (no charge)

Job Training for Women: The Promise and Limits of Public Policies

Harlan, S. L., & Steinberg, R. J. (Eds.). (1989). Philadelphia, PA: Temple University Press.

This book is about the public system of occupational education and job training for women in the United States. Because it is a comprehensive review of the system that places the treatment of women in a historical and political context, the book is the first of its kind. The focus is on education and training for occupations that require less than a four-year college degree, including clerical, service, and blue-collar occupations, where the overwhelming majority of today's working women earn their living. It examines the major public training programs that are aimed at individuals who are entering the labor market for the first time and at workers of all ages who need employment assistance such as federal programs for the economically disadvantaged, public vocational education, occupational training in the armed forces, apprenticeship, and employment and training in the welfare system. Women's occupational options within the public training system are examined and the publication assesses the impact of training on women.

The book is divided into five parts: (1) federal training initiatives, (2) targeted groups and program experiences, (3) training for nontraditional jobs, (4) welfare, workfare, and training, and (5) public training for the private sector. Where the availability of data permits, the chapters look at the options and impact of training from multiple perspectives, i.e., policy makers, evaluation researchers, educators, employers, society, and the women themselves. sck (575 pages; \$44.95 hardback, \$22.95 paper)

No Way Out: Working Poor Women in the United States

National Commission on Working Women of Wider Opportunities for Women. (1988, May). Washington, DC: Author.

This report examines the condition of working women, the cause of their poverty, and its solutions. A description of the working poor according to household, education levels, and types of jobs illustrates that women comprise the majority of this group. A profile of working women is presented using statistics and relevant information on types of jobs, salary, part-time and temporary employment, and unemployment. Also

Temple University Press
Broad and Oxford Streets
University Services Building
Room 305B
Philadelphia, PA 19122
(215) 787-8787

Wider Opportunities for Women

1325 G Street, NW,
Lower Level
Washington, DC 20005
(202) 638-3143

discussed are barriers that working women face in getting and maintaining higher-wage jobs including the need for child care, occupational segregation and wage discrimination, and education and training. Multi-sector solutions that will help raise working women out of poverty are highlighted. ztb (28 pages, \$10.00)

Order Amidst Complexity: The Status of Coordination Among Vocational Education, Job Training Partnership Act, and Welfare-to-Work Programs (MDS-063)

Grubb, W. N., Brown, C., Kaufman, P., & Lederer, J. (1990, August).

Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

National Center for Research
in Vocational Education
Materials Distribution Service
Western Illinois University
46 Horrabin Hall
Macomb, IL 61455
(800) 637-7652

This report to Congress, the Secretary of Education, and the Secretary of Labor presents an overview of the status of coordination among job-related training and vocational education programs, with emphasis on issues concerning duplication of effort, competition among programs, and effectiveness of programs. Because of the growing importance of welfare-to-work programs in vocational education and job training systems, this report also examines the ways in which emerging welfare programs have been collaborating with educational institutions and existing job training programs. Selected local initiatives, state policies, welfare-to-work programs, and federal policy are described. Fundamental questions are raised about the future of coordination efforts. The analysis is based on case studies of six states, a sampling of California programs, and eight comprehensive community studies. The appendix, *Case Studies for Order Amidst Complexity: The Status of Coordination Among Vocational Education, Job Training Partnership Act, and Welfare-to-Work Programs* (MDS-214), available separately, discusses these programs in detail. The former document includes a list of references. jeb (75 pages, \$4.75)

**The Provision of Education and Other Services
in State Welfare-to-Work Programs**

Figueroa, J. R., & Silvanik, R. A. (1989).
Washington, DC: National Governors' Association,
Center for Policy Research.

National Governors' Association
Publications Office
444 N. Capitol Street, Suite 250
Washington, DC 20001-1572
(202) 624-5300

Developed by the National Governors' Association Center for Policy Research, this is the first of a three-phase report on the examination of state welfare-to-work programs, with emphasis on their educational components. The report, based on a survey mailed to all fifty states, provides practical information on the operational experience of state welfare-to-work programs and, at the national level, enhances both policy development and implementation activities. States in the planning and early implementation of their Job Opportunities and Basic Skills (JOBS) program may find the study results most helpful.

The study reveals that state efforts to promote economic self-sufficiency among welfare recipients have provided both the basis for welfare reform and a valuable lesson on program implementation. However, more needs to be done, particularly in meeting new federal participation requirements and in improving data tracking systems for state and national monitoring and evaluation. Some states will require more changes than others and will benefit the most from training and technical assistance. ztb (36 pages, \$10.00)

**Reforming Welfare with Work
(Occasional Paper No. 2)**

Gueron, J. M. (1987).
New York, NY: Ford Foundation.

Ford Foundation
Office of Reports
320 E. 43rd Street
New York, NY 10017
(212) 573-5169

This country has long debated the question of how to design the welfare system. The debate has intensified as welfare reform has once again become a presidential priority. A pressing issue before Congress is whether welfare programs should continue to be broad entitlements or whether they should become reciprocal obligations, whereby work—or participation in an activity leading to work—is required in return for public aid. This paper examines the current Aid to Families with Dependent Children (AFDC) system along with strategies for reform and summarizes the major findings of the Manpower Demonstration Research Project which evaluates state work and welfare initiatives. In conclusion, it suggests some implications of these findings and discusses important unanswered questions. jeb (49 pages, no charge)

Resource Guide to Work Experience Programs

Hartley, N., & Lehmann, J. (1989, April).
Fort Collins: Colorado Community College and
Occupational Education System.

This manual is designed for professionals who will be starting new work experience programs and for those who want to enhance their current programs. It is also intended to assist local educational agencies in planning, developing, implementing, and evaluating work experience programs which are seen as a means to prepare students with special needs for employment. It is particularly helpful for students who are not successful in school, may not be looking at postsecondary education, are in need of a job to stay in school, are potential dropouts, or may have difficulty acquiring employment without assistance. Chapters in the manual include work experience programs, teacher-coordinator, vocational assessment, program implementation, placing students on the job, transition, advisory committee, public relations, related legislation, and program evaluation and reporting. The design, a three-ring notebook with pages numbered by chapter and page, facilitates the addition of updated materials on a regular basis and is meant to become the coordinator's handbook for implementation of Work Experience Programs. (280 pages, \$20.00)

**State Welfare-to-Work Programs:
Four Case Studies**

Figueroa, J. R., & Silvanik, R. A. (1990).
Washington, DC: National Governors' Association,
Center for Policy Research.

This report, which describes the welfare-to-work programs in New York, Rhode Island, South Carolina, and Washington, constitutes the second phase of a study which is aimed at broadening the knowledge and examining the provision of educational services in state welfare-to-work programs. The four states included in the study were selected to reflect variations among economic conditions, geographical areas, program components, educational services, state funding levels, and AFDC benefit payments. State welfare officials from each state were asked to select two local programs for inclusion in the site visits. These officials were asked to select a rural and an urban site and, to the extent possible, one local area that had been operating the program for some time and one that had recently begun operations. Each case study includes information on program administration,

Vocational Special Needs
School of Occupational and
Educational Studies
Colorado State University
Fort Collins, CO 80523
(303) 491-6316

National Governors' Association
Publications Office
444 N. Capitol Street, Suite 250
Washington, DC 20001-1572
(202) 624-5300

service delivery, program components, child support enforcement, and educational and support services.

An examination of the four programs included in this report revealed practical information on the operational experiences of state welfare-to-work programs as well as insight into state realities influencing program design. The experiences of these four states indicate that support services such as child care and transportation are an integral part of any successful welfare-to-work program. However, provision of these services frequently is limited by budget constraints, availability, and accessibility. ztb (72 pages, \$15.00)

Teen Parents and JOBS: Early State Statistics
Levin-Epstein, J., & Greenberg, M. (1991, May).
Washington, DC: Center for Law and Social
Policy.

An analysis of the available Job Opportunities and Basic Skills (JOBS) teen parent statistics around the country is presented in this report. It reveals which states appear to be serving significant percentages of their AFDC teen parent population. sck (15 pages; \$5.00, plus \$3.00 shipping/handling)

Center for Law and Social
Policy Publications
1616 P Street, NW, Suite 450
Washington, DC 20036
(202) 328-5140

GENERAL BACKGROUND LITERATURE CONCERNING TEEN PARENTS

The Adolescent and Young Adult Fact Book
Simons, J., Finlay, B., & Yang, A. (1991, August).
Washington, DC: Children's Defense Fund.

This report reveals that poverty, lack of education, and race and gender are linked closely to troubling outcomes for youths. It presents key findings on and recommendations for issues about adolescents and young adults and their families; health; education; sexual activity, childbearing, and family formation; employment, earnings, and income; crime victimization; and substance abuse. sck (164 pages, \$13.95)

Adolescents at Risk: Prevalence and Prevention
Dryfoos, J. G. (1990).
Cary, NC: Oxford University Press.

This book presents evidence that the knowledge base exists on which successful programs can be initiated for young people aged ten to seventeen who are at risk because of delinquency, substance abuse, teen pregnancy, or school failure. Data is provided about each of the four problem areas, showing who is at risk of each problem and with what consequences. Prevention programs are examined, identifying common elements and general characteristics of an effective program for each problem area. A number of specific programs, school-based and community-based, are described and referenced.

The author incorporates the ideas generated from the categorical program reviews and presents a set of common concepts to guide the formulation of comprehensive strategies. The book concludes with examples of the application of these principles at the local, state, and federal levels. Each chapter is followed by extensive notes and references. sck (280 pages,

Children's Defense Fund
Publications
P.O. Box 7584
Washington, DC 20077-1245
(202) 628-8787

Oxford University Press
2001 Evans Road
Cary, NC
(800) 451-7556

American Youth: A Statistical Snapshot (2nd ed.)
Wetzel, J. R. (1989, August).
Washington, DC: The William T. Grant
Foundation on Youth and America's Future,
Commission on Work, Family and Citizenship.

This 1989-1990 edition documents the current status of American youth and the direction of trends that affect their future. The latest U.S. Census Bureau and other reliable data provide a comprehensive outline of education, employment, income, drug and alcohol use, and rates of marriage and childbearing among our nation's sixteen to twenty-four year olds. Breakdowns by race, sex, and ethnicity are included and major findings are displayed in a dozen charts and graphs. mcw (49 pages, \$5.00 postpaid)

Beyond Rhetoric: A New American Agenda for Children and Families. Final Report of the National Commission on Children
National Commission on Children. (1991).
Washington, DC: Author.

The National Commission on Children proposes an action agenda in this report that flows from a set of guiding principles concerning children's basic needs, parents' roles and responsibilities, and society's obligations. The commission examined issues related to health, education, social support, income security, and tax policy. The report, which focuses on the whole child as a developing individual within the context of family and community, presents strategies for strengthening families and improving opportunities for children in the form of a blueprint for national policy. Recommendations are provided for ensuring income security, improving health, increasing educational attainment, supporting the transition to adulthood, strengthening and supporting families, protecting vulnerable children and their families, making policies and programs work, and creating a moral climate for children. sck (525 pages, no charge)

William T. Grant Foundation
Commission on Work
Family and Citizenship:
Youth and America's Future
Institute for Educational
Leadership
1001 Connecticut Avenue, NW.
Suite 301
Washington, DC 20036-5541
(202) 775-9731

National Commission on
Children
1111 Eighteenth Street, NW,
Suite 810
Washington, DC 20036
(202) 254-3800

Boulder Valley Schools Teen Parenting Program: An Exemplary Vocational Education Program Serving a Population with Special Needs (TASPP BRIEF, 2[3])

Coyle-Williams, M. A. (1990, October)
Champaign: National Center for Research in Vocational Education, University of Illinois at Champaign-Urbana, Technical Assistance for Special Populations Program.

National Center for Research
in Vocational Education
University of Illinois
Technical Assistance for
Special Populations Program
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807

The Boulder Valley Schools Teen Parenting Program, described in this BRIEF, was identified as exemplary by the National Center for Research in Vocational Education (NCRVE) Technical Assistance for Special Populations Program's (TASPP) National Recognition Program for Exemplary Vocational Education Programs Serving Special Needs Populations. This comprehensive teen parenting program is put forth as a model for administrators and practitioners to replicate. mcw (4 pages, no charge)

Facts in Brief: Teenage Pregnancy in the United States

Alan Guttmacher Institute. (1990).
New York, NY: Author.

The Alan Guttmacher
Institute
111 Fifth Avenue
New York, NY 10003-1089
(212) 254-5656

This two-page brief draws on twenty years of research, survey work, and policy analysis to summarize the most important and current facts on teenage pregnancy in the United States. ztb (2 pages; first copy free, \$.40 additional copies)

The Impact of Learnfare on Milwaukee County Social Service Clients

Pawasarat, J., & Quinn, L. (1990, March).
Milwaukee: University of Wisconsin.

Employment and Training
Institute
University of Wisconsin at
Milwaukee
3270 N. Marietta Avenue
Milwaukee, WI 53211
(414) 229-4934

The first of a series, this report analyzes and evaluates many aspects of the Learnfare program designed by the state of Wisconsin, based on policy for dependents of families receiving Aid to Families with Dependent Children (AFDC). Dependents who have not completed high school must attend school regularly or will be removed from their parents' grant. Issues presented include the Learnfare program's impact on school attendance, high school completion, school performance, teen pregnancy and parenting, and on the families of the teens. The discussion in this paper is limited to the characteristics of teens sanctioned under the Learnfare policy and participation rates.

Data on school achievement and completion rates will be presented in a separate report.

The findings provide statistics on the number of teens whose family payments were reduced, the percentage returning to school or attending regularly, and the estimated reduction in AFDC payments during the fifteen-month period of the study. The paper also discusses the fact that many teens are not attending school because of family abuse and neglect or excessive drug and alcohol use, which would require additional social services to encourage them to return to school. Although this document draws no conclusions as to the effectiveness of the Learnfare program, it does discuss the many complex issues surrounding this approach to dropout prevention. sck (24 pages, \$15.00)

Improving the Self-Sufficiency of Teen Parents (TASPP BRIEF, 1[6])

Coyle-Williams, M. A. (1989, December).
Champaign: National Center for Research in Vocational Education, University of Illinois at Champaign-Urbana, Technical Assistance for Special Populations Program. (ERIC Document Reproduction Service No. ED 317 835)

This BRIEF focuses on the need for vocational education for teen parents. The public and private costs of teen parenting and the features of successful program models are highlighted. An overview of the current status of programming for teen parents is presented. Comprehensive programming efforts which include a strong vocational component are recommended as a means of improving the self-sufficiency and long-term outcomes of teen parents. mcw (4 pages, no charge)

The Male Role in Teenage Pregnancy and Parenting: New Directions for Public Policy

Sullivan, M. L. (1990).
New York, NY: Vera Institute of Justice, Inc.

Discussions and conclusions of a group of researchers, policymakers, and practitioners on emerging issues of social policy and service delivery about the male role in teenage pregnancy and parenting are presented in this report. It concludes that involving males in the active and conscious prevention of unwanted pregnancies is a clear and unambiguous priority. Successful accomplishment of this goal would

National Center for Research
in Vocational Education
Technical Assistance for
Special Populations Program
University of Illinois
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807

Ford Foundation
Office of Communications
320 E. 43rd Street
New York, NY 10017
(212) 573-5000

contribute to economic empowerment and successful adolescent development for both males and females, as well as advancing sex equity by removing from young females some of the burden of preventing pregnancy.

It is recommended that services for young fathers should continue to address their clients' needs for education, training, and employment. There is also a need to develop more explicit curricula and staff training methods to deal with the development readiness of young fathers for participating in various aspects of parenting. sck (61 pages, no charge)

No Place to Call Home: Discarded Children in America

Select Committee on Children, Youth, and Families. (1990, January).
Washington, DC: Author.

This report provides an analysis of conditions in the nation's child welfare, mental health, and juvenile justice systems. It reviews the changes which have occurred in the past decade for children and families involved with these systems. In addition to incorporating new data collected by the select committee and national projections for out-of-home placements in the 1990s, the report identifies promising programs to prevent unnecessary placement of children away from their families. mcw (227 pages, no charge)

Our Future and Our Only Hope: A Survey of City Halls Regarding Children and Families

Born, C. E. (1989, September).
Washington, DC: National League of Cities.

This publication is based on a survey of nearly four-hundred cities undertaken by the National League of Cities' (NLC) Project on Children and Families in Cities between November 1988 and February 1989 to develop a profile of the most pressing urban needs. This survey, done to map city hall interests, involvement, and needs in areas affecting urban families, is one component of the overall project.

Overall, education ranked third, behind child care and drug abuse prevention, as an area needing more attention. City officials said lack of money hampers their ability to tackle some of the most pressing problems.

House Select Children, Youth,
and Families Committee
385 House Annex #2
Washington, DC 20515
(202) 226-7660

National League of Cities
Publications Sales
1301 Pennsylvania Avenue, NW
Washington, DC 20004
(202) 626-3000

The survey asked officials to rank the most urgent needs for children at different ages. Dropout prevention was the priority at ages fourteen through eighteen, with teen pregnancy and substance abuse also of major concern. However, only fifteen percent reported major involvement with dropout prevention, while forty percent had no program. Additionally, most reported that they were "unlikely" to address the issue. mcw (118 pages; \$10.00 per copy to NLC members, \$15.00 per copy to nonmembers)

Preventing Teenage Pregnancies in Rural America

Helge, D. (1989).

Bellingham, WA: National Rural Development Institute.

This paper describes problems with teen pregnancy and community-based solutions specific to rural areas. It emphasizes that rural communities must develop school-community partnerships that design community-specific responses consistent with local needs, values, and resources. Background information is provided along with information on the following issues: success factors in pregnancy prevention programs, problems specific to rural areas, and rural-oriented approaches. Also included is a description of a rural model and a list of teen pregnancy prevention resources. sck (34 pages, \$10.50)

A Proper Inheritance: Investing in the Self-Sufficiency of Poor Families

Levitan, S. A., Mangum, G. L., & Pines, M. W. (1989, July).

Washington, DC: George Washington University, Center for Social Policy Studies.

This report evaluates the barriers to family self-sufficiency and current responses to the problems faced by families. A "family investment initiative" is proposed. The authors conclude that a major portion of the funds expended in aid of low income families should be earmarked for improving services to poor female-headed families, particularly those in which the mother bore children out of wedlock. These families, they point out, are in the worst economic condition and experience disproportionately high levels of social problems. mcw (59 pages; \$2.16 postage and handling, send 11 1/2" x 9" envelope)

National Rural and Small
Schools Consortium (NRSSC)
Western Washington University
Miller Hall 359
Bellingham, WA 98225
(206) 676-3576

Center for Social Policy
Studies
George Washington University
1730 K Street, NW
Washington, DC 20006
(202) 833-2530

**Putting the Boys in the Picture: A Review of
Programs to Promote Sexual Responsibility
Among Young Males**

Dryfoos, J. G. (1989).

Santa Cruz, CA: ETR Associates.

ETR Associates

Attn: Order Department

P.O. Box 1830

Santa Cruz, CA 95061-1830

(408) 438-4081

This book begins with a brief review of current literature on male involvement in teen pregnancy prevention. A short essay on the self-reported life experiences of adolescent males is followed with statistical data on the social and economic status of U.S. adolescents. The research on the determinants of adolescent pregnancy is reviewed from the point of view of understanding adolescent male roles.

Programs directed toward males are discussed. Strategies of organizations promoting male involvement and their sources of financial support are summarized. The final section presents preliminary recommendations directed toward enhancing the capacity and motivation for boys to become more sexually responsible. Priorities for action are included. The summary outlines the salient points from each section. sck (108 pages; \$19.95, plus 15% shipping/handling)

The State of America's Children 1991

Schorr, L. B. (1991).

Washington, DC: Children's Defense Fund.

Children's Defense Fund

P.O. Box 7584

Washington, DC 20077-1245

(202) 628-8787

Providing a comprehensive analysis of the status of our children, youth, and families, this report examines how the country measures up against the national education goals in the areas of family income, health, child care and development, education, youth development and teen pregnancy prevention, housing and homelessness, and at-risk children and families. It includes the following: descriptions of programs and policies that work for children and families; charts and tables showing trends in children's status and federal spending on children's programs; and action agendas for individuals, private groups, communities, states, and the nation. sck (184 pages, \$14.95)

State Issues 1990: A Survey of Priority Issues for State Legislatures

Bernau, D., Pattarozzi, C., & Rees, M. N. (1990, January).
Denver, CO: National Conference of State Legislatures.

Priority issues confronting state legislatures in the 1990 legislative sessions are identified in this report which is based on responses from all forty-four states plus the District of Columbia and Puerto Rico with regular sessions in 1990. Nearly one-thousand issues in eighteen major policy areas are covered. It is interesting to note that under the policy issue of children, youth and families, at-risk youth and abuse and neglect were identified as the top two priorities. Additionally under the policy issue of education and finance, K-12 and at-risk youth/dropouts were identified as the top two priorities. Summary charts for all eighteen policy areas plus state-specific data for each issue are included. mcw (115 pages, \$65.00)

Teen Pregnancy (Publication No. AR-87-S5)

Rosauer, R. (1987).
Denver, CO: Education Commission of the States Distribution Center.

The Education Commission of the States' (ECS) survey of state initiatives for at-risk youth was conducted during the summer and fall of 1987, with the support of the Carnegie Corporation of New York. The goal was to identify programs and/or planning efforts in the fifty states, the District of Columbia and the three ECS member territories that address the needs of at-risk youth from preschool through high school. This ECS survey summary identifies five categories of efforts directed at either preventing teen pregnancy or minimizing negative consequences of pregnancies that have already occurred. These are primary prevention, early intervention, preventive intervention, treatment for pregnant teens and teen parenting programs. Examples of these programs are included. State task forces, commissions and committees which focus on teen pregnancy are also described. (8 pages, \$2.00)

National Conference of State Legislatures

Book Order Department
1050 Seventeenth Street
Suite 2100
Denver, CO 80265
(303) 623-7800

Education Commission
of the States
Distribution Center
707 17th Street, Suite 2700
Denver, CO 80295-3427
(303) 299-3600

**Teen Pregnancy: What is Being Done?
A State-by-State Look**

U.S. House of Representatives. Select Committee
on Children, Youth, and Families. (1986,
December).

Washington, DC: Author.

This report contains the results of a survey of all governors on teen pregnancy and parenting in their states. The survey sought information regarding current policies and programs, needs, services, special projects, initiatives, barriers to successful programs, and recommendations on how to improve current efforts. Conclusions are drawn based on responses to the survey questionnaire. Additional and minority views are included. mcw (397 pages, no charge)

Teenage Fathers

Robinson, B. E. (1988).

Lexington, MA: Lexington Books.

This book was written to help students and practitioners understand the scope of the adolescent pregnancy problem as it affects the long-neglected father, to serve a companion for the many writings that exist on the adolescent mother, to dispel stereotypes about teen fathers, and to improve services to this group. It is a synthesis of the author's work with hundreds of teen fathers, combining scientific research with real-life examples. Chapters include (1) The Teenage Father Phenomenon, (2) Teenage Fathers: Myths and Realities, (3) Hard Truths and Tragic Consequences, (4) Psychological Adjustment of Teenage Fathers, (5) Problems in Studying Teenage Fathers, (6) Teenage Fatherhood Revisited: Adult Men Recall Their Experiences, (7) Suggestions for Practitioners, (8) Program Development for Teenage Fathers, and (9) Resources on Teenage Fathers. Practitioners, graduate and undergraduate students in health and human services fields will find this book of practical value. jeb (173 pages, \$10.95)

U.S. House of Representatives
House Select Children

Youth and Families Committee

385 House Office Bldg Annex #2

Washington, DC 20515

(202) 226-7660

Lexington Books

A Division of D.C. Heath

and Company

125 Spring Street

Lexington, MA 02173

(617) 862-6650

(800) 235-3565

**Teenage Parenthood: The School's Response
(Fastback No. 264)**

Bonjean, L. M., & Rittenmeyer, D. C. (1987).
Bloomington, IN: Phi Delta Kappa.

Adolescent parenthood is a widely recognized problem with both financial and human costs. The costs of teen parenthood for health, welfare, and educational systems are discussed in this volume. Problems related to teen pregnancy are identified. Ideally, sex education should begin at home and be complemented by community and school-based programs. Guidelines to help develop effective programs are suggested. A list of national sources of information about teen pregnancy is included. sck (30 pages, \$.90)

**Teenage Pregnancy and Too-Early
Childbearing: Public Costs, Personal
Consequences (5th ed.)**

Armstrong, E., & Waszak, C. (1990)
Washington, DC: Center for Population Options.

This study focuses on the quantifiable economic impact of teenage pregnancy and a measure of what it costs the country each year in taxpayer dollars to support families begun when the mother was a teenager. Estimates of the costs of teen pregnancy are also disclosed for five states and two cities, representative of different regions around the country. The states (Vermont, Louisiana, Wisconsin, New Mexico, and Oregon) and the cities (Baltimore and St. Louis) reveal a broad range of costs for the different locales they represent. The figures for each state and city as well as a discussion of teenage pregnancy and prevention efforts in each area are included. The methodology and sources of data are also included.

Because of the rise in teen birth rates and costs of teen pregnancy, the authors express the need to reassess the strategies of the last decade used with this population. They suggest education as a key to prevention as well as access to services. sck (50 pages, \$8.00)

Phi Delta Kappa
Center on Evaluation,
Development and Research
c/o Monica Overman
Eighth Street and Union Avenue
P.O. Box 789
Bloomington, IN 47402-0789
(812) 339-1156

Center for Population Options
1025 Vermont Avenue, NW,
Suite 210
Washington, DC 20005
(202) 347-5700

Teenage Pregnancy in the United States: The Scope and the Problem and State Responses
Henshaw, S. K., Kennedy, A. M., Somberg, D., & Van Vort, J. (1989).
New York, NY: The Alan Guttmacher Institute.

The Alan Guttmacher Institute
111 Fifth Avenue
New York, NY 10003

A collection of statistics regarding teenage pregnancy, abortion, and childbearing, plus an analysis of individual states' responses to the problem is contained in this monograph. It brings together two recent studies on teenage pregnancy in the United States that were conducted by staff members of The Alan Guttmacher Institute. The first, "Patterns and Trends in Teenage Abortion and Pregnancy," provides the statistics. The second analysis, "State Teenage Pregnancy Initiatives in the 1980s: An Assessment," is a review of all "initiatives" on teenage pregnancy proposed by state legislative, gubernatorial, or administrative entities between 1982 and the end of 1988. The review focuses on the content of these proposals and on the manner in which they conform—or do not conform—with recommendations from the 1987 National Research Council report, *Risking the Future: Adolescent Sexuality, Pregnancy and Childbearing*.

Twenty-five states addressed the issue of teenage pregnancy through one or more reasonably comprehensive proposals during the period covered. The state proposals, however, appear to fall far short of the benchmark recommendations of the National Research Council. In particular, the study found that states are only putting "rhetorical emphasis" on prevention and are focusing most of their preventive efforts on "less controversial strategies such as enhancing life options and delaying sexual activity." sck (72 pages, \$16.50 prepaid)

Three Realities: Minority Life in the United States
Business-Higher Education Forum. (1990, June).
Washington, DC: Author.

Business-Higher Education
Forum
One Dupont Circle, NW,
Suite 800
Washington, DC 20036
(202) 939-9345

Prepared by the Task Force on Minorities and the Work Force, comprised of eighteen business and higher education leaders, *Three Realities* reports on the minority progress and minority problems in the United States. Although the report is concerned with "all minorities" (i.e., American Indians, Hispanics, African Americans, and Asian Americans), it relies, in the main, on data that describe the condition of African

Americans and Hispanics. These two groups make up more than ninety percent of America's minority population. Four major problems limiting minorities' full participation in the nation's economic life are cited such as (1) racism, (2) poor educational attainment, (3) the stranglehold of the inner city, and (4) the lack of participation in all aspects of the nation's economic life. The report has two fundamental goals: (1) to address ways to bring African American and Hispanic Americans more fully into our nation's economic and educational mainstream, and (2) to help clarify the terms of the public debate about minority policy and progress in this nation. Included is a series of recommendations for public policymakers, the nation's colleges and universities, and corporations in the areas of employment, public assistance, out-of-wedlock births, education, affirmative action, hiring and promotion, capital development, and franchising. sck (88 pages, \$15.00)

Too Young Parents: Costs and Consequences of Teen Pregnancy in Minnesota

Children's Defense Fund—Minnesota. (1989).
St. Paul: Author.

This report details the problems, consequences, and costs of teen pregnancy and parenthood in Minnesota. It profiles some Minnesota teens and describes the results of the largest comprehensive survey of teens ever done in the state. Each county is profiled to maximize available information about a given local area. Finally, the report details what people in many different settings can do to prevent children from becoming parents. mg (120 pages, \$8.00)

The Urban Underclass: Disturbing Problems Demanding Attention (GAO/HRD-90-52)

U.S. General Accounting Office. (1990, September).
Washington, DC: Author.

Concern has been mounting about the emergence of an underclass in the United States. While there is no universally accepted definition of the term, members of the underclass tend to experience persistent poverty, prolonged welfare dependency, more out-of-wedlock births, and high dropout rates. In addition, there is a greater likelihood that they will either become criminals or victims of crime. Members of the underclass are to be found everywhere in the United States; however,

Children's Defense Fund
Publications
122 C Street, NW
Washington, DC 20001
(202) 628-8787

U.S. General Accounting
Office
P.O. Box 6015
Gaithersburg, MD 20877
(301) 275-6241

the term is commonly applied to people who are predominantly African American or Hispanic, concentrated in urban neighborhoods. "Poor white" is also a common description of members of the underclass which some experts speculate is growing. This study briefly describes the state of research on defining and measuring the underclass. The central goal of the General Accounting Office's (GAO) work, however, is to summarize what is known about policies and programs that might be useful in developing a strategy for responding to the problems of the underclass. GAO groups these policies and programs into three main groups: (1) those that address the persistent condition of poverty, whether by prenatal and pediatric care or by education and job opportunities, (2) those that emphasize social standards and try to confront problems like drugs, welfare dependency, teen pregnancy, and gang violence, and (3) those that address urban spatial concentration via greater opportunities for people to leave depressed areas or urban development.

GAO concludes that the problems of the underclass require a multifaceted approach involving economic development, criminal justice, health, education, job training, social service, housing, and transportation programs. sck (20 pages, no charge)

Vanishing Dreams: The Growing Economic Plight of America's Young Families

Johnson, C., Sum, A., & Weill, J. (1988).
Washington, DC: Children's Defense Fund.

This report describes the current status of families headed by persons under age thirty; compares the economic well-being of the current generation of young families in 1986 with that of the preceding generation in 1973; and analyzes the widening gaps between young families with and without children, between young families headed by persons with the least and most education, and between younger and older families. Some of the following consequences of falling earnings and incomes among young families, decreased marriage rates and rising out-of-wedlock birth rates, growing inability to afford housing and child care, and declining health insurance coverage are examined. It also analyzes regional trends in the economic status of young families. mcw (79 pages, \$7.95)

Children's Defense Fund
Publications
122 C Street, NW
Washington, DC 20001
(202) 628-8787

When Children Want Children: The Urban Crisis of Teenage Childbearing

Dash, L. (1989).

New York, NY: William Morrow and Company, Inc.

This book represents the first-person, behind-the-scenes account of how the author lived for nearly eighteen months in one of the poorest ghettos of Washington, DC, so that he could break through the armor of distrust that teenage mothers and fathers had built around themselves and explain the real reasons why children want children. Using extensive dialogues from the teenagers themselves, the author carries the reader into the real world of the urban underclass, with its generational heritage as sharecroppers, to understand the lives, cultural values, motivations, and attitudes of poor black urban families. Existing educational and social services such as sex education in schools, school counseling, and health clinics are presented through the teenagers' experiences. The results present challenges to existing perceptions about why these children actually have children. This research has already changed the focus of many poverty programs in the private and government sectors and presents challenges for America as we move into the twenty-first century. sck (270 pages; \$15.00 WACSAP members, \$20.00 nonmembers)

Youth Indicators 1991

(Stock No. 065-000-00446-1)

Office of Educational Research and Improvement,
Programs for the Improvement of Practice (1991).
Washington, DC: U.S. Government Printing
Office.

This report offers a composite picture of American youths and the environment in which they attempt to learn. Its fifty-nine indicators cover such diverse topics as teen pregnancy, drug use, family income, family composition, work, arrests, values, and attitudes. Specific education indicators address such areas as enrollment, dropout rate, computer use, literacy, and achievement. Since many of the indicators contain data dating as far back as 1950, a historical perspective is offered. sck (148 pages, \$5.50)

Washington Alliance

Concerned with School

Age Parents (WACSAP)

2366 Eastlake Avenue, E.,

Suite 408

Seattle, WA 98102

(206) 323-3926

Superintendent of Documents

U.S. Government Printing Office

Washington, DC 20402-9325

(202) 783-3238

LEGISLATION

Babies on Buses: Lessons from Initial Implementation of the JOBS Teen Parent Provisions

Hill, S., Greenberg, M., & Levin-Epstein, J. (1991, May).
Washington, DC: Center for Law And Social Policy.

Center for Law and Social
Policy Publications
1616 P Street, NW, Suite 450
Washington, DC 20036
(202) 328-5140

Each section of this report contains findings, analysis, and a synopsis of the relevant Job Opportunities and Basic Skills (JOBS) law. It is written for state agencies, advocacy groups, educational practitioners, and policymakers working toward full implementation of the JOBS training program. This report presents discussions of the following relevant issues to be confronted when designing and developing effective teen parent JOBS training programs: outreach and case management; assessment, referral, and plans; education and employment; child care and support services; contracts; and participation requirements and sanctions. sck (48 pages; \$12.00, plus \$3.00 shipping/handling)

The Family Support Act: Child Support and Teen Parents

Roberts, P. (1991, July).
Washington, DC: Center for Law And Social Policy.

Center for Law and Social
Policy Publications
1616 P Street, NW, Suite 450
Washington, DC 20036
(202) 328-5140

A synopsis of how the Family Support Act relates to teen parents and reviews what some states have done to involve teen mothers and young fathers in child support programs is presented. Recommended steps that service providers and others can take to increase participation in child support by teen parents are included. sck (6 pages; \$5.00, plus \$3.00 shipping/handling)

Family Support Act of 1988 (Public Law 100-485)

100th Congress (1988, October).
Washington, DC: U.S. Government Printing Office.

Superintendent of Documents
U.S. Government Printing
Office
Washington, DC 20402
(202) 783-3238

This act revises the Aid to Families with Dependent Children (AFDC) program to emphasize work, child support, and family benefits; amends title IV of the Social Security Act to encourage and assist needy

children and parents under the new program to obtain the education, training, and employment needed to avoid long-term welfare dependence; and makes other necessary improvements to assure that the new program will be more effective in achieving its objectives. The following titles are included in the revised Act: Child Support and Establishment of Paternity, Job Opportunities and Basic Skills Training Program, Supportive Services for Families, Related AFDC Amendments, Demonstration Projects, Miscellaneous Provisions, and Funding Provisions. sck (86 pages)

**Implementing the Family Support Act:
Perspectives of Puerto Rican Clients**

Cruz, J. E. (1991, May).
Washington, DC: National Puerto Rican Coalition,
Inc.

National Puerto Rican
Coalition, Inc.
1700 K Street, NW, Suite 500
Washington, DC 20006
(202) 223-3915

Findings of an assessment of welfare-related experiences and perspectives of Puerto Rican Aid to Families with Dependent Children (AFDC) recipients in New York City, New York, Newark, New Jersey, and Philadelphia, Pennsylvania, are presented in this report which offers recommendations aimed at influencing the implementation of the Family Support Act of 1988 in ways that are meaningful to these families. sck (82 pages, \$10.00 members, \$7.50 nonmembers)

On My Own: Mexican American Women, Self-Sufficiency, and the Family Support Act

National Council of LaRaza. (1990, December).
Washington, DC: Author.

National Council of LaRaza
Publications Department
810 First Street, NE, Suite 300
Washington, DC 20002
(202) 289-1380

The opinions, needs, and aspirations of Mexican American women, particularly with regard to formal and informal support systems, parenting, training, education, the AFDC program, and welfare reform are highlighted in this report. It examines these issues, their relevance to the Family Support Act (FSA) implementation, and their particular significance to Hispanic Americans. This report describes the methodology of the study's first year, highlights key findings, compares these findings with other research, and describes the methodology and hypotheses to be used in the second year. Questions about implementing the Family Support Act, resulting from the first-year findings, are also presented. sck (50 pages, \$10.00)

**Welfare Reform and the Education Provisions:
Programmatic Options and Considerations**
Sherman, A., & Houseman, A. W. (1989,
September).
Washington, DC: Center for Law and Social
Policy.

Center for Law and Social
Policy
1616 P Street, NW, Suite 350
Washington, DC 20036
(202) 328-5140

This manual is an attempt to integrate the recommendations and suggestions of what does and does not work for AFDC recipients who have dropped out or not achieved necessary skills, incorporating examples from both education and human services fields that relate to the education provisions of the FSA.

The first chapter summarizes the main features of the FSA, suggesting steps that allow a state to comply with the FSA while focusing on long-term issues and outcomes. Subsequent chapters present suggestions, based on research data and recommendations from key education leaders, relevant to the design of education activities and support services for AFDC clients. These lessons are applied to a state JOBS program and the challenge of establishing a successful educational component.

Procedures for designing and implementing state JOBS program to make the strongest match between institutional resources and individual needs, the elements of a good assessment procedure, and guidelines for determining when a person has good cause for not participating in JOBS, are covered. A final chapter discusses Learnfare, an approach to providing education to AFDC teens, plus its features, problems with the model, and damage control measures. mg (143 pages, no charge)

ADDITIONAL RESOURCES

Adolescent Fathers: Directory of Services
Association of Maternal and Child Health Programs
(Comp.). (1991).
Washington, DC: National Center for Education in
Maternal and Child Health.

A listing of programs and organizations which provide parenting education/training, education services, vocational training/employment services, health education, social services, mental health/counseling, case management, prenatal/childbirth education, support groups, family counseling, family planning, life skills training, comprehensive health care, and recreation services to teenage fathers is provided in this directory. The author notes that extensive community outreach, conducted by employed male staff, is an important factor which facilitates paternal involvement in adolescent father programs. Yet, few programs reported outreach activities and even less reported that these were conducted by male staff. Very few programs mentioned that the impact of their services was evaluated. This information is crucial in determining what services were actually successful in achieving program goals and which services should be replicated at other sites. This directory serves as a resource and as an impetus to further program development in addressing the needs of adolescent fathers. sck (155 pages, no charge)

**A Basic Bibliography of Teen Pregnancy
Program Development and Evaluation**
Social Research Applications. (1991, January).
Los Altos, CA: Sociometrics.

Included in this bibliography on teen pregnancy program development and evaluation are references to key books, monographs, chapters, and journal articles on teen pregnancy including descriptive data, prevention programs, care programs, evaluation methods, and results of evaluations. sck (12 pages, \$3.00)

National Maternal and Child
Health Clearinghouse
38th and R Streets, NW
Washington, DC 20057
(202) 625-8410
(703) 821-8955 Ext. 2543

Sociometrics
170 State Street, Suite 260
Los Altos, CA 94022-2812
(415) 949-3282

Bridging the Gap: A National Directory of Services for Women and Girls with Disabilities
National Clearinghouse on Women and Girls with Disabilities. (Comp.). (1990).
New York, NY: Educational Equity Concepts, Inc.

Educational Equity
Concepts, Inc.
114 E. 32nd Street
New York, NY 10016
(212) 725-1803

Consisting of a compilation of 324 organizations, contact people, types of direct services, research, or related resource information they provide, this resource directory encompasses cognitive, emotional, health, physical, sensory, and language disabilities. Organizations that primarily serve women are included if ten percent or more of the population served are people with disabilities; moreover, other organizations providing direct services to women and girls with disabilities were also included. Classification is done by category and listed by city and state. sck (135 pages; \$15.00 individuals, \$25.00 institutions)

Images: Information Manual of Alternatives Guiding Educational Success
Texas Dropout Information Clearinghouse. (1988).
Austin: Texas Education Agency.

Texas Education Agency
W. B. Travis Building
1701 N. Congress Avenue
Austin, TX 78701-1494
(512) 463-9734

This resource manual, a product of the Texas Education Agency's Task Force on Dropout Prevention Study, is designed to provide Texas educators with centralized and accessible information on successful alternative education programs. Section One, Dropout Prevention and Recovery, reviews and analyzes the data, discusses the characteristics of effective dropout programs, and describes different types of programs at all grade levels and levels of intervention. Section Two describes various programs currently in use around the nation, including academic programs, truancy and discipline programs, school-age parent programs, substance abuse programs, preschool and early prevention programs, parent and family programs, and multifaceted programs. Section Three discusses programs in effect in Texas, with the following emphases: (1) curricular and remediation, (2) vocational, (3) support and service, (4) discipline management, (5) teacher training, and (6) multifaceted. A list of suggested readings and an index of Texas dropout prevention and recovery programs by county are appended. Seventy-five references are cited. (525 pages, \$10.00)

National Guide to Funding for Women and Girls
Olson, S. (Ed.). (1991, January).
New York, NY: The Foundation Center.

Descriptions of more than seven-hundred grantmakers dedicated to funding nonprofit groups committed to improving the lives of women and girls are provided. Essential information on the foundations and corporate giving programs that each year award millions of dollars in grants to a diverse range of programs is presented. Fundraisers, administrators, journalists, consultants, donors, and others tracking foundation and corporate support for women and girls are directed to funding on a wide range of topics such as child care programs, education incentives, employment initiatives, family planning, services for persons who are disabled, pregnant teen counseling, public policy, and scholarship funds. sck (\$95.00, plus \$4.50 shipping/handling)

Pregnant and Parenting Teens: Keeping Them in School

Kolb, F. A. (1987).
Andover, MA: The Regional Laboratory for Educational Improvement of the Northeast and Islands.

This publication packet contains information relating to pregnancy prevention programs and services to help adolescents who are pregnant or parents stay in school. The following are included: national organizations providing advocacy, publicity, and materials; statewide initiatives and programs in New England and New York; local programming in teen pregnancy and parenting in the Northeast and nationally; and a bibliography. (13 pages; \$2.25, plus \$2.50 postage and handling prepaid)

Resource Directory for Single Parents

Lindner, A. (1987).
Madison: University of Wisconsin at Madison, Vocational Studies Center.

This directory identifies educational options and information, financial aid resources, and programs for employment and training. Financial resources such as AFDC, WIC, WEOP, and services from city or county departments of health and social services are described and can be found in most states and many communities. sck (58 pages, \$6.50)

The Foundation Center
79 Fifth Avenue,
Department LW
New York, NY 10003-3050
(212) 620-4230
(800) 424-9836

Regional Laboratory for
Educational Improvement of
the Northeast and Islands
290 S. Main Street
Andover, MA 01810
(508) 470-1080

Vocational Studies Center
University of Wisconsin at
Madison
964 Educational Sciences
Building
1025 W. Johnson Street
Madison, WI 53706
(608) 263-2929

Sourcebook of Comparison Data for Evaluating Adolescent Pregnancy and Parenting Programs
Card, J. J., Reagan, T., & Ritter, P. E. (1988).
Los Altos, CA: Sociometrics.

Sociometrics
170 State Street, Suite 260
Los Altos, CA 94022-2812
(415) 949-3282

Included are fifty-one tables of data on antecedent, outcome, and follow-up variables related to pregnancy prevention and care. All the tables are broken down by age and race; prevention tables are also broken down by urban versus rural; care tables are broken down by fertility status (never pregnant, currently pregnant, mother of twelve-month-old, mother of twenty-four-month-old). The book contains instructions on how to compute comparison statistics and how to perform statistical tests, with illustrative examples and is intended for an audience with a range of statistical sophistication, from limited to extensive. Data is derived from the 1982 National Survey of Family Growth, Cycle III, the 1979-1985 National Longitudinal Survey of Youth, and 1984 National Birth Certificate Data. sck (87 pages, \$15.00)

Teen Parents: Selected Resources for Vocational Preparation (MDS-110)
Kallembach, S. C., Coyle-Williams, M. A., & Glaeser, M. (1990, August).
Berkeley: National Center for Research in Vocational Education, University of California at Berkeley, Technical Assistance for Special Populations Program.

National Center for Research
in Vocational Education
Materials Distribution Service
Western Illinois University
46 Horrabin Hall
Macomb, IL 61455
(800) 637-7652

To help those individuals who provide vocational assistance to teen parents—state and local administrators, special needs educators, counselors, researchers, and others—the Technical Assistance for Special Populations Program has developed a resource guide with annotated listings of relevant publications, newsletters, agencies, associations, organizations, centers for educational information/services, clearinghouses, computer-based information networks, and databases.

The guide contains information from both research and successful practice on an array of topics ranging from help in implementing the Family Support Act to guidelines for developing school completion strategies, and successful employment strategies. Materials listed in the guide are categorized by the following cluster headings of the common components of exemplary programs: program administration, curriculum and instruction, comprehensive support services,

formalized articulation and communication, and occupational experience. General background literature and additional resources are also provided. For each entry, an annotation is provided along with the price and ordering information whenever possible. An address listing for ordering the publications is included in the appendix. sck (54 pages, \$2.25 prepaid)

Teenage Pregnancy: A Research Guide to Programs and Services (Legal Research Guides Vol. No. 4)

Gillotti, P. A. (1988).

Buffalo, NY: William S. Hein & Company.

William S. Hein & Company
1285 Main Street
Buffalo, NY 14209
(716) 882-2600
(800) 828-7571

Information of use to individuals who formulate policy and draft legislation or design and implement services for pregnant and parenting adolescents is contained in this research guide. Federal policy and funding legislation are presented including a description, pertinent articles, and case citations. Information regarding congressional hearings and actions is presented to show what data and considerations form the basis of federal statutes. Innovative legislation and/or support programs in the states of Wisconsin, New York, Minnesota, Massachusetts, Pennsylvania, Georgia, and California that appear successful in their impact on problems associated with teenage pregnancy are highlighted. A guide to related literature is included on such topics as family planning/pregnancy prevention, health care, school-based clinics, statistics, legal issues, and evaluations. Annotations of indexes, computer services, and regular publications of interest are also provided. ztb (44 pages, \$25.00)

Teenage Pregnancy: Developing Life Options

American Association of Junior Leagues, Inc., & The American Association of School Administrators. (1988).

Arlington, VA: The American Association of School Administrators.

American Association of
School Administrators
1801 North Moore Street
Arlington, VA 22209-9988
(703) 875-0717

This pamphlet is directed to school personnel dealing with teen pregnancy issues. Subjects which are briefly discussed include the following: nature, size, scope, and impact of the teen pregnancy problem; prevention efforts; the potential impact of education; and where to go for more information. (19 pages, bulk discount rates)

NEWSLETTERS

Newsletters, commonly written in a succinct format, are a valuable resource for obtaining the latest information regarding research, resources, and promising practices and programs concerning relevant issues in vocational education.

Agenda

Published quarterly, this newsletter provides information of its activities and public policy positions regarding immigration, bilingual education, job training, and housing laws and of the contributions made by the Council's network of Hispanic community-based organizations. Articles provide policy analysis, public information, and education on Hispanic issues. sck (no charge)

National Council of La Raza
810 First Street, NE, Suite 300
Washington, DC 20002-4205
(202) 289-1380

CDF Reports

Published monthly, this newsletter provides information about programs, policies, and activities that make a difference for children. It delivers news from Capitol Hill in Washington, DC, state legislatures, and from communities across America where people are working for children. Facts and data, organizing strategies, access to a national network of child advocates, and the latest developments in child poverty, education, teen pregnancy prevention, child welfare, youth employment, housing and homelessness, and other issues are provided. sck (\$23.95/year, \$4.50/single issue)

David Heffernan
Managing Editor
Children's Defense Fund (CDF)
122 C Street, NW, Suite 400
Washington, DC 20001
(202) 628-8787

CDF's Child, Youth, and Family Futures Clearinghouse Reports

Formerly known as the *Adolescent Pregnancy Prevention Clearinghouse Reports*, these in-depth reports provide information about problems facing the nation's teenagers and solutions to those problems. Published six times a year, the reports provide sound data, descriptions of model programs, strategies for reaching youths at risk of adolescent pregnancy, and program management information for those operating youth-serving programs. sck (\$23.95/year, \$4.50/single issue)

Children's Defense Fund (CDF)
122 C Street, NW, Suite 400
Washington, DC 20001
(202) 628-8787

Concerns

Articles on a range of education issues and policy concerns are included along with legislative updates and project updates which Council of Chief State School Officers (CCSSO) funds concerning transition, limited English proficient students, equity, and dropout youth. Articles include an overview of state activities concerning issues such as multicultural education, educational reform, health and social services for youth and families, adult literacy, partnerships, and educational and gender equity and present current legislation and resources. sck (no charge)

Family Life Matters

Published three times a year, this newsletter contains information on teaching strategies for helping young people understand their sexuality, postpone sexual activity and avoid pregnancy, HIV/AIDS education, and issues that affect American family life. Current resources and summaries of research studies are also included. sck (\$10.00 with individual membership)

FRC Report

Published three times a year, this newsletter is designed to both introduce and encourage an exchange of ideas about family service programs. It provides model program descriptions, thought-provoking dialogues, reviews of outstanding work in the family resource field, discussions of legislative and policy perspectives, and strategies for raising funds and evaluating programs. Past issues have covered such topics as adolescent pregnancy and parenting programs, building parent-school partnerships, families of children with special needs, programs for Hispanic families, incarcerated parents and their children, and the family support movement. sck (included in \$30.00/year individual membership)

NOAPP NETWORK

Published quarterly for members of the National Organization on Adolescent Pregnancy and Parenting (NOAPP), this newsletter highlights effective program models, local and state initiatives, upcoming events, new resource materials, and other important information concerning the problems resulting from teenage pregnancy and parenthood. sck (\$25.00 with individual membership, \$75.00 with organization membership)

Council of Chief State School
Officers (CCSSO)
Resource Center on
Educational Equity
One Massachusetts Avenue,
NW, Suite 700
Washington, DC 20001
(202) 393-8159

The New Jersey Network for
Family Life Education
The Center for Community
Education
School of Social Work
Rutgers, The State University
of New Jersey
Building 4087, Kilmer Campus
New Brunswick, NJ 08903
(908) 932-7929

Joan Silvern, Editor
Family Resource Coalition
(FRC)
230 N. Michigan Avenue,
Suite 1625
Chicago, IL 60601
(312) 726-4750

David W. Peterson, Editor
National Organization on
Adolescent Pregnancy and
Parenting (NOAPP)
Washington, DC Area Office
4421-A East-West Highway
Bethesda, MD 20814
(301) 913-0378

Options

The Center for Population Options' (CPO) quarterly newsletter helps keep youth workers, policymakers, practitioners, and others informed about adolescent pregnancy prevention and other adolescent health issues. In addition to reporting on teen pregnancy and AIDS prevention, this newsletter provides the latest news about CPO's programs, activities, and products and information on other current research, resources, and activities about adolescent pregnancy prevention. sck (no charge)

Robin K. Lewis, Editor
Center for Population
Options (CPO)
1025 Vermont Avenue, NW,
Suite 210
Washington, DC 20005
(202) 347-5700

PPT Express

Published four times a year (February, May, August, and November), this newsletter is designed for teachers and others working with pregnant and parenting teens (PPT). Articles include curriculum ideas, techniques for working with teen parents, program news, future conferences, resource reviews, and updates on policy making on health, education, and employment issues. sck (\$15.00/year)

Jeanne Warren Lindsay, Editor
Morning Glory Press
6595 San Haraldo Way
Buena Park, CA 90620-3748
(714) 828-1998

Public Assistance Success: The Self-Sufficiency Bulletin

Twice each month, this newsletter brings the most current news on new and innovative approaches to job training and placement, child care, education, and support services for such at-risk populations as welfare recipients, Job Training Partnership Act (JTPA) clients, persons who are disabled, the homeless, ex-offenders, battered spouses, drug abusers, and teen parents. It provides information on Congress, HUD, Health and Human Services, the Labor Department, and other federal agencies as well as updates on the latest federal policy shifts and funding opportunities. Articles illustrate how policy reforms, legislation, and regulatory changes will affect assistance efforts, how state and local programs can provide child care to self-sufficiency trainees, and how the 1988 Family Support Act relates to self-employment programs and JOBS. sck (\$199.00/24 issues)

CD Publications
8204 Fenton Street
Silver Spring, MD 20910-9935
(301) 588-6380
(800) 666-6380

TASPP BULLETIN

The focus of this biannual newsletter is on serving learners with special needs in vocational education. Featured articles address current issues and topics, research, resources, legislation, conferences, and other information of interest to professionals involved in serving students with special needs in programs and agencies at the local, state, national, and international level. sck (no charge)

Zipura Burac, Editor
Technical Assistance for Special
Populations Program (TASPP)
National Center for Research in
Vocational Education
University of Illinois Office
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807

The Urban Institute Policy and Research Report

Activities and research of The Urban Institute are summarized in this newsletter published several times a year. The institute investigates the social and economic problems confronting the nation and government policies and programs designed to alleviate such problems. The newsletter includes thorough discussions of current concerns, information on recently completed research, new publications, and essays by Urban Institute analysts on issues of national importance. ztb (no charge)

Susan Brown, Editor
The Urban Institute
2100 M Street, NW
Washington, DC 20037
(202) 833-7200

Vocational Education WEEKLY

Published forty-four times a year, this newsletter (formerly the *Legislative Brief*) provides regular updates on federal funding, initiatives relating to the Carl D. Perkins Vocational and Applied Technology Act, state activities, insights into expanded opportunities for vocational education resulting from new legislation, reviews of new reports on education reform and workforce preparation, and other pertinent information concerning vocational education. Four issue papers a year on critical topics affecting the field are included in the subscription. sck (\$125.00/year)

Dale Hudelson, Editor
American Vocational
Association (AVA)
1410 King Street
Alexandria, VA 22314
(703) 683-3111

Vocational Training News

This newsletter provides timely, useful reports on the federal JTPA and the Carl D. Perkins Vocational and Applied Technology Act. Other areas of coverage include education reform, illiteracy, private industry councils, youth subminimum wage, and state education and training initiatives. sck (\$264.00/year)

Dave Harrison, Editor
Capitol Publications, Inc.
1101 King Street
P.O. Box 1453
Alexandria, VA 22314-2053
(703) 739-6444 (in VA call
collect)
(800) 327-7203

AGENCIES, ASSOCIATIONS, AND ORGANIZATIONS

The following agencies, associations, and organizations generally act as an information exchange to interested individuals concerned with educational issues. Technical assistance, professional support, publications, and other pertinent information is available from these groups.

Academy for Educational Development (AED)

AED works in eighty-three countries in education, communication and information development, telecommunications, health/nutrition, agriculture and population, cultural exchange, vocational and technical training, energy management, and the arts. The School and Community Services Division in New York City has a strong commitment to excellence and equity in education and to developing links between schools and community agencies that increase educational and development opportunities for at-risk youth across the United States. Staff and consultants have extensive experience working with large urban school systems, community organizations, and foundations and other funding agencies on programs that address critical educational issues such as dropout prevention, adolescent pregnancy and parenting, literacy, and youth employment and training. sck

Patrick Montesano
Senior Program Officer
100 Fifth Avenue
New York, NY 10011
(212) 243-1110

American Home Economics Association (AHEA)

A professional organization of home economists, AHEA works to improve the quality of individual and family life through education, research, cooperative programs, and public information. Its foundation administers funds for AHEA, provides graduate international and national fellowship awards, and supports projects such as workshops, leadership conferences, and research. mcw

Karl G. Weddle
Interim Executive Director
1555 King Street
Alexandria, VA 22314
(703) 706-4600
(800) 424-8080

American Public Welfare Association (APWA)

APWA is a nonprofit, bipartisan organization concerned about the effective administration and delivery of publicly funded human services. Members include all state and many territorial public welfare agencies, more than twelve-hundred local and federal agencies, and several thousand individuals who work in or have an interest in public welfare programs. The objectives of APWA are to promote the development of sound and progressive national human service policies and to strengthen the professional skills of persons employed in the human service field.

Rick Ferreira, Policy Associate
810 First Street, NE, Suite 500
Washington, DC 20002-4205
(202) 682-0100

Individual members of APWA support the organization's policy agenda and receive the quarterly *APWA News* and *Public Welfare*, APWA professional journal as well as reduced rates on APWA's conferences. Agency membership in the association includes all of the state and territorial public human service departments and hundreds of local public human service agencies, in addition to the benefits of individual membership, a role in determining policy positions of the state and local councils and the annual *Public Welfare Directory*. State agencies also receive the monthly *W-Memo*. sck

American Vocational Association (AVA)

AVA is a national professional organization for teachers, supervisors, administrators, and others interested in the development and improvement of vocational education. AVA's mission is to provide educational leadership for the development of a competitive workforce. Association news, legislative information, and issues and trends in vocational education are covered in the *Vocational Education Journal* which is provided to all members as part of their membership dues. The *Vocational Education Weekly* newsletter covers legislative and other national news of interest to the field and is available on a subscription basis. mcw

Charles H. Buzzell
Executive Director
1410 King Street
Alexandria, VA 22314
(703) 683-3111
(800) 826-9972

American Vocational Association/Special Needs Division (AVA/SND)

The general purposes of AVA/SND are to (1) develop professional attitudes and standards among all personnel interested in or responsible for the development or operation of vocational programs for learners with special needs, (2) offer services to members of SND which will provide, maintain, extend, and expand quality vocational programs and services to prepare learners with special needs for employment in all occupations, (3) help members of SND keep informed about trends, plans, policies, and current happenings of AVA and their implications for the development and welfare of vocational education programs and services, (4) act as a clearinghouse for the dissemination of new ideas, research, and other items which will aid in upgrading the vocational programs for learners with special needs, and (5) promote professional relationships with other agencies, organizations, and institutions concerned with learners with special needs. Members receive the *Journal for Vocational Special Needs Education*. sck

American Vocational Association/
Special Needs Division (AVA/SND)
1410 King Street
Alexandria, VA 22314
(703) 683-3111
(800) 826-9972

Girls Incorporated

Girls Incorporated (formerly known as Girls Clubs of America) programs are designed to enable girls to achieve responsible and confident adulthood, economic independence, and personal fulfillment. Operation SMART (Science, Math, And Relevant Technology), a national program to encourage the participation of girls and young women in science, math, and relevant technology, is a response to the increasing number of jobs requiring backgrounds in math and science and the low percentage of girls participating in these areas. Special populations served through this program include migrant workers, abused women, teen mothers, displaced homemakers, and senior citizens. Programming efforts focusing on adolescent pregnancy integrate sexuality education with family communication, health awareness, and career planning.

All programs developed by Girls Incorporated are researched, analyzed, and evaluated at their National Resource Center in Indianapolis, Indiana. The center contains a library and other research facilities and distributes publications and materials to parents, educators, policy makers, women's groups, and others concerned with girls. mcw

Manpower Demonstration Research Corporation (MDRC)

Primarily a research organization, MDRC designs, oversees, and studies programs intended to increase the self-sufficiency of disadvantaged persons. They have conducted several national demonstrations that have tested the effectiveness of programs for welfare recipients, teen parents, school dropouts, and other disadvantaged groups. In addition, MDRC provides state and local organizations with technical assistance and disseminates research findings in publications, conferences, meetings, government testimony, and other settings. sck

National Association of Vocational Education Special Needs Personnel (NAVESNP)

NAVESNP is an association of individuals who are involved in vocational special needs education. Members serve individuals who are disabled, disadvantaged and/or limited-English proficient individuals. Its objectives are to (1) serve as a unifying association for all personnel in the United States interested in or responsible for the development or operation of vocational education programs for learners

Amy Sutnick, Director of
Communication
30 E. 33rd Street
New York, NY 10016
(212) 689-3700
(800) 374-4475

Judith M. Gueron, President
3 Park Avenue, MDRC
New York, NY 10016-5936
(212) 532-3200
(800) 333-MDRC

Sandy Schmitz, President
Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319
(515) 281-3896

with special needs, (2) unite related state and regional units and other organizations dedicated to vocational education special needs into a national professional organization, (3) promote and maintain active leadership in vocational, career and occupational education, and (4) provide service to members of the association. Association publications include the *Journal for Vocational Special Needs Education* and the *Newsnotes* newsletter. sck

National Coalition of Hispanic Health and Human Services Organization (COSSMHO)

A private, nonprofit membership organization dedicated to improving the health and psychosocial well-being of the Nation's Hispanic population, COSSMHO pursues its mission by conducting national demonstration programs, coordinating research, and serving as a source of information, technical assistance, and policy analysis.

COSSMHO provides national leadership in identifying and responding to health and human services needs of Mexican American, Puerto Rican, Cuban American, Central American, and Latin American populations. The Coalition works primarily with community-based organizations in targeting problems for national programs, such as juvenile delinquency, child abuse, sexual abuse, adolescent pregnancy, diabetes, and AIDS. COSSMHO pursues programs in research, health promotion and disease prevention, and the education and training of health care providers. Members and affiliated institutions often serve as local sites for COSSMHO's projects. Materials development services are available for clients interested in reaching Hispanic audiences. A variety of publications are available for sale by mail through COSSMHO. Members receive *THE COSSMHO REPORTER* newsletter. mcw

National Foundation for Teaching Entrepreneurship to Handicapped and Disadvantaged Youth, Inc. (NFTE)

The mission of NFTE is to promote entrepreneurial literacy among economically or physically disadvantaged minority youth living in America's inner cities and to help each one start his or her own business. The Foundation's target groups include low-income black and Hispanic elementary, junior high, and high school students; pregnant teenagers; incarcerated persons; and youth who are at risk for a variety of reasons.

1030 15th Street, NW,
Suite 1053
Washington, DC 20005
(202) 371-2100

Steve Mariotti
64 Fulton Street, Suite 700
New York, NY 10038
(212) 233-1777

Based upon four years of successful work with fourteen hundred at-risk youths from the Greater New York Metropolitan Area, it is NFTE's premise that once these young people have been taught entrepreneurship, they themselves are society's best hope for positive social change and the reversal of the economic and psychological devastation of the inner cities.

NFTE has developed comprehensive, hands-on practical programs that guide inner-city students through the entire process of creating a small business.
mcw

National Governors' Association (NGA)

Representing the governors of the fifty states, the commonwealths of the Northern Mariana Islands and Puerto Rico, and the territories of American Samoa, Guam, and the Virgin Islands, NGA's mission is to influence national policy and apply creative leadership to the solution of state problems. Its operations are supported by member jurisdictions, and its policies and programs are formulated by the governors. Throughout the year, NGA's staff represents the governors' position to Congress, the administration, and the press; coordinates governors' testimony and other communication with the Congress and the administration on NGA positions; provides the governors with information on federal programs and policies; conducts research; and serves as a means of sharing innovative programs and emerging issues among the states.

The Association has seven standing committees on major issues: Agriculture and Rural Development, Economic Development and Technological Innovation, Energy and Environment, Human Resources, International Trade and Foreign Relations, Justice and Public Safety, and Transportation, Commerce, and Communications. Policy fields of interest to NGA include agriculture, economic development, education, environment, health, social services, training and employment, trade, and transportation. A catalogue of NGA publications is available on request. sck

Raymond C. Scheppach
Executive Director
444 N. Capitol Street
Washington, DC 20001-1572
(202) 624-5330
FAX: (202) 624-5313

National Organization on Adolescent Pregnancy and Parenting, Inc. (NOAPP)

The only broad-based national resource network whose sole agenda is focused on adolescent pregnancy care and prevention issues, NOAPP works through its membership to provide information and resource sharing opportunities; promote coordinated, comprehensive programs and policy efforts at all levels; offer conferences and training events; encourage coalition building activities at the national, state, and local levels; and maintain a human resource network to address the critical issues of adolescent pregnancy care and prevention. In addition to serving as a resource center with data on programs and resources available to its members, NOAPP provides a quarterly newsletter, the *NOAPP NETWORK*. sck

Kathleen Sheeran
Executive Director
4421-A East-West Highway
Bethesda, MD 20814
(301) 913-0378

National Urban League

As a human service and civil rights organization, the National Urban League pursues its goals through direct services, research, and advocacy. It is a nonprofit service and advocacy organization promoting equal opportunity for African Americans, other minorities, and the poor. The league works to eliminate institutional racism and to provide direct service to minorities in the areas of employment, housing, education, social welfare, health, family planning, mental retardation, law and consumer affairs, youth and student affairs, labor affairs, veterans' affairs, and community and minority business development. While it continues to provide assistance in traditional areas of concern such as education, employment and training, housing, and health and social welfare, the league has been a leader in a number of new areas—teen pregnancy, single female-headed households, political empowerment, and crime in the black community. Their approach has been to utilize fully the tools of advocacy, research, bridge building, and service delivery, resulting in an organization with strong roots in the community. Their publications include *The Urban League News* newsletter and the *Urban League Review*. sck

John E. Jacob
President and CEO
500 E. 62nd Street
New York, NY 10021
(212) 310-9000

**Office of Adolescent Pregnancy Programs
(OAPP)**

OAPP funds grants under the Adolescent Family Life (AFL) Grants Programs. These grants are for community-based and community-supported demonstration projects to find effective means of encouraging abstinence from adolescent premarital sexual activity, promoting adoption as an alternative to adolescent parenting, and establishing innovative comprehensive and integrated approaches to the delivery of services to pregnant adolescents, adolescent parents, and their children. Any public or private, nonprofit organization or agency is eligible to apply. When funds are available, an Announcement of Availability of Grants for Adolescent Family Life Demonstration Projects is published in the *Federal Register*. cdb

Patricia Funderburk
Director OAPP/OPA
200 Independence Avenue, SW,
Room 736 E
Washington, DC 20201
(202) 245-7473

**Planned Parenthood Federation of America
(PPFA)**

Planned Parenthood's volunteers and staff provide medical, education, and counseling services nationwide. The organization's publications include pamphlets, books, audiovisual aids, educational resources, computer games, and other items. Accurate, well-researched materials on every aspect of family planning are made available to clinics, schools, and hospitals, as well as doctors, lawyers, and journalists. sck

David Andrews
Acting President
810 Seventh Avenue
New York, NY 10019
(212) 541-7800
FAX: (212) 765-4711

The Urban Institute (UI)

UI is a nonprofit policy and research organization which investigates national social and economic problems and assesses government policies and programs designed to alleviate them. Originally focusing on urban problems, the institute's research agenda has widened to include the study of national issues that reflect, respond to, and at times anticipate the changing needs of our society. UI seeks to sharpen thinking about society's problems and efforts to solve them, improve government decisions and their implementation, and increase citizens' awareness about important public choices. Areas of research which are reflected in their publications include education, job training for teenagers, teen parenthood, immigration, and demographics. sck

Susan Brown, Director of
Public Affairs
2100 M Street, NW,
5th Floor
Washington, DC 20037
(202) 857-8702
(202) 857-8527
(Public Affairs)

Wider Opportunities for Women (WOW)

This nonprofit organization works nationally and in Washington, DC, to achieve economic independence and equality of opportunity for women and girls. WOW leads the Women's Work Force Network (WWFN) which is comprised of over four-hundred sixty independent women's employment programs and advocates in forty-nine states plus the District of Columbia. Each year WOW's network serves more than a quarter of a million women seeking employment information, counseling, training, and jobs. Through some of its current projects, WOW consults with school systems to improve vocational education opportunities for women and girls, provides staff development to organizations interested in teaching literacy in the contexts of employment or intergenerational programs, and provides technical assistance to the national job training community on nontraditional employment.

Publications on WOW advocacy and research activities concerning vocational education programs for women and girls are available for sale by mail. Contact WOW for a publications list. mcw

Women's Equity Action League (WEAL)

This nonprofit, national membership organization acts on women's economic issues through research, education, litigation, and legislative advocacy. A list of publications reflecting WEAL activities (including information on career counseling, vocational programs, and technical skill training programs) is available on request. sck

Work, Achievement, Values and Education, Inc. (WAVE)

Formerly known as 70001 Training & Employment Institute, WAVE, Inc. (Work, Achievement, Values and Education) operates a network of local sites and provides training services to community-based organizations, schools, and government agencies across the country to address dropout prevention and recovery. This national, nonprofit organization's ongoing objective is to help as many young people as possible capitalize on their abilities and prepare them for a lifetime of achievement. WAVE has developed programs that offer skills training, assistance to teen parents, and literacy upgrading. mcw

Donna Milgram
Public Policy Director
1325 G Street, NW,
Lower Level
Washington, DC 20005
(202) 638-3143

Vocational Education Intern
1250 Eye Street, NW, Suite 305
Washington, DC 20005
(202) 898-1588

Larry Brown, President
501 School Street, SW,
Suite 600
Washington, DC 20024
(202) 484-0103
(800) 274-2005

CENTERS FOR EDUCATIONAL INFORMATION/SERVICES

The centers and/or offices listed herein provide a variety of information, resources, and referral services concerning issues relating to teen parent programs.

ACCESS ERIC

ACCESS ERIC acts as a gateway to ERIC, the Educational Resources Information Center. As the outreach component of the system, it promotes services and products and acts as a referral service between the system and its users. This service, available toll free, helps keep education practitioners, librarians, policymakers, researchers, and students informed of information offered by ERIC and other education information service providers. The staff answers questions, refers callers to subject-specific information sources, and provides ERIC System publications. In addition, it maintains education-related databases available to the public online through GTE Education Services and in hard copy. jeb

Department CCE
1600 Research Boulevard, 3C
Rockville, MD 20850
(800) USE-ERIC
FAX: (301) 251-5212

Center for Law and Social Policy (CLASP)

CLASP is a national public interest law firm that provides representation on family policy issues, including income support, education, child care, job training, and child support. Currently, they are carrying out a program for state implementation of the Family Support Act which focuses on the key child support and JOBS provision of the act. sck

Alan W. Houseman
Executive Director
1616 P Street, NW, Suite 450
Washington, DC 20036
(202) 328-5140
FAX: (202) 328-5140

Center for Population Options (CPO)

A nonprofit educational organization, CPO is dedicated to enhancing opportunities for young people through its work in teen pregnancy prevention and other educational programs. CPO's programs are designed to improve adolescent decision making through education in life-planning and other educational programs, improve access to reproductive health care, promote the development of school-based clinics, and prevent sexually transmitted diseases. CPO publishes a quarterly newsletter, *Options*, and other resources relevant to teen pregnancy prevention. jeb

Judith Senderowitz
Executive Director
Robin Lewis
Communications Manager
National Office
1025 Vermont Avenue, NW,
Suite 210
Washington, DC 20005
(202) 347-5700
(National Office)
FAX: (202) 347-2263

Center for Public Advocacy Research, Inc.

The Center for Public Advocacy Research, Inc. is an independent, nonprofit research and advocacy organization aimed at promoting economic self-sufficiency among the economically disadvantaged and politically disenfranchised (giving priority to women, children, and low-income families). The center examines public policy in relation to adolescent pregnancy and parenting, employment, education, and childcare. Sample research projects have included a study of services to pregnant, parenting, and sexually active youth in New York City and a study of the barriers to corporate and union support for expanded employee benefits for working families. The center publishes its research results and sponsors conferences.

mcw

Naomi Fatt
Executive Director
12 W. 37th Street
New York, NY 10018
(212) 564-9220

Center for Rural Education and Small Schools

The center was approved by the Kansas Board of Regents and established as a part of the College of Education at Kansas State University in 1978. The center's efforts focus upon the improvement of education in the rural and small schools of Kansas and the regional area served by Kansas State University. Coordinating and conducting research, developing strategies and delivery systems, disseminating information, and developing cooperative relationships with other groups interested in rural education are some of its activities. Ongoing projects and research addressing rural education include a rural special education teacher training project, a single parent/displaced homemaker project, and a project to improve computer education and sex equity in computer use in rural classrooms (grades 4-8). Publications include a periodic newsletter, *Education RFD*, and single topic fact sheets, *Timely Topics*. sck

Barbara Havlicek
College of Education
Kansas State University
124 Bluemont Hall
Manhattan, KS 66506
(913) 532-5886

Center on Evaluation, Development, and Research (CEDR)

CEDR disseminates information about current developments in educational research. Research findings are reported in publications, workshops, and seminars. CEDR emphasizes the practical applications of research, especially those findings that have implications for improvement of teaching and administrative skills. Publications include the *Hot Topics* series, containing many of the best reports or articles concerning a specific subject, monographs, research bulletins, and other various documents. Services and activities available from the center include

Phi Delta Kappa
Larry Barber, Director
Willard Duckett
Assistant Director
Eighth Street and Union Avenue
P.O. Box 789
Bloomington, IN 47402-0789
(812) 339-1156
(800) 766-1156
FAX: (812) 339-0018

access to the CEDR database, an annual needs assessment to determine topics of interest to educators, workshops, seminars, and networking. sck

Children's Defense Fund (CDF)

CDF exists to provide a strong and effective voice for the children of America. The Organization pays particular attention to the needs of poor, minority, and disabled children and families. CDF's goal is to educate the Nation about the needs of children and encourage preventive investment in children before they get sick, drop out of school, or get into trouble. A private, nonprofit organization supported by foundations, corporate grants, and individual donations, CDF maintains three state offices and reaches out to communities across America. Publications include the *CDF Reports* monthly newsletter, state reports, books, videos, and other tools for advocates.

CDF has launched a major, long-range campaign to prevent teen pregnancy and alleviate the multiple problems faced by adolescent and female-headed households that lead to increased child and maternal poverty rates. CDF calls for incentives to remain in school, job training programs, and employment opportunities, as well as emphasizing basic skills development and comprehensive health services. sck

Delia Pompa, Director
Education, Adolescent
Pregnancy Prevention, and
Youth Development Division
122 C Street, NW
Washington, DC 20001
(202) 628-8787

Community of Caring, Inc.

The Community of Caring is a values-based educational and support program for students, parents, educators, and staff in high schools and middle/junior high schools. With more than a decade of experience in working with teens on issues ranging from adolescent pregnancy to AIDS and child abuse and neglect, the Community of Caring can demonstrate the effectiveness of values education in encouraging teens to make responsible decisions and to build caring relationships. Through instructional materials, subject guides, training seminars, and teen/parent/teacher forums, the Community of Caring helps to create a school environment in which universal values such as trust, caring, respect, responsibility, and family are taught both directly in the classroom and indirectly through daily interactions of students and adults. cjc

1350 New York Avenue, NW
Suite 500
Washington, DC 20005-4709
(202) 393-1250

Family Research Council (FRC)

FRC is an independent, nonpartisan, nonprofit division of Focus on the Family. Their purpose is to ensure that the interests of the family are considered and respected in the formation of public policy. They strive to build an understanding of the pro-family agenda in the legislative and executive branches of the federal government by lobbying, testifying on key legislation, and publishing written policy positions. sck

Family Resource Coalition (FRC)

The mission of FRC is to build support and resources within communities that help to strengthen and empower families and enable parents to foster the optimal development of their children. The coalition provides technical assistance and/or training to the following groups: individuals, agencies, and organizations interested in starting family support programs or enriching their existing services; city, regional, and state officials developing family support and prevention initiatives; and funders and grantmakers evaluating proposals or creating guidelines for funding family support/prevention services. Separately and with other organizations, FRC develops policy positions and legislation on issues affecting families. It maintains the only national clearinghouse on family support and parenting programs and provides parents across the country with an information and referral service to help them locate programs close to their homes. Periodicals include the *FRC Report* and the *FRC Connection*. sck

Illinois Caucus on Teenage Pregnancy (ICTP)

The ICTP Network is a statewide organization of individuals and groups concerned with issues related to teenage pregnancy. Their mission is to provide education, technical assistance, and advocacy that emphasize both adolescent pregnancy prevention and support for pregnant and parenting teens. They also maintain offices in Carbondale and Galesburg. sck

March of Dimes Birth Defects Foundation

Dedicated to the prevention of birth defects and support for children and young people born with birth defects, the March of Dimes provides research, public education, and medical service related to prenatal care, AIDS prevention, and care for those with birth defects. Their publications, educational kits, and audiovisuals provide information for students, adults

Focus on the Family
601 Pennsylvania Avenue, NW,
Suite 901
Washington, DC 20004
(202) 393-2100

Gail C. Christopher
Executive Director
Carole Levine, Director of
Technical Assistance
230 N. Michigan Avenue,
Suite 1625
Chicago, IL 60601
(312) 726-4750

Diane Fager
Coordinator of Welfare and
Employment Advocacy
100 W. Randolph Street,
Room 6-248
Chicago, IL 60601-3272
(312) 621-0023

Ann McGovern
Community Services Department
1275 Mamaroneck Avenue
White Plains, NY 10605
(914) 428-7100
FAX: (914) 428-8203

of childbearing age, and pregnant women. Professional education publications are also available. jeb

National Diffusion Network (NDN)

NDN sponsors over one-hundred exemplary programs that can be used to achieve the National Goals for Education issued by the President and the Nation's governors in February, 1990. Administered by the U.S. Department of Education, NDN provides funds to disseminate information about exemplary programs to schools, colleges, and other institutions throughout the country. These programs and their sponsoring schools and organizations, the NDN State Facilitators, and the Private School Facilitator form a resource network that helps other schools adopt programs for their own use to improve the education of their students. NDN programs have been field-tested with students and are proven effective. Every program has been evaluated locally and approved by a panel of the U.S. Department of Education. Types of projects include Developer Demonstrator Projects, developed by local schools; Dissemination Process Projects, large scale programs run by national organizations; and State Facilitator Projects, which serve as in-state links between NDN programs and local schools interested in implementing the programs. Subjects covered include communication, programs for people who are disabled, educational reform, career and vocational education, and dropout prevention programs. jeb

National Maternal and Child Health Resource Center

The center promotes the improvement of health and related services for children with special health care needs. Resource center activities include the following: (1) maintenance of an information clearinghouse, (2) the conduct of research and preparation of reports, (3) the provision of consultation and technical assistance to agencies, institutions, and organizations, (4) the planning, design, and implementation of education and training materials and programs, and (5) the conduct of advocacy activities. sck

National Net

National Net is a technical assistance network for evaluating the effectiveness of teen-pregnancy impact programs. Technical assistance with evaluation design is provided free of charge for all interested parties. Assistance with later phases may be free or can be

Office of Educational Research
and Improvement
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208-5645
(202) 219-2134

John C. MacQueen, Director
Josephine Gittler, Co-Director
College of Law Building
University of Iowa
Iowa City, IA 52242
(319) 335-9073

Social Research Applications
Marv Eisen
170 State Street, Suite 280
Los Altos, CA 94022
(415) 949-3482
FAX: (415) 949-3299

provided on a fee-for-service basis. National Net provides periodic training for self-evaluation by teen-pregnancy program administrators. jeb

New Jersey Network on Adolescent Pregnancy (NJNAP)

NJNAP is a voluntary association of organizations and individuals focusing on public policy development and seeking solutions to social problems. Activities of the NJNAP are carried out on the local level in county networks. The Rutgers' office of NJNAP exists to provide services to the county networks and their affiliate agencies. Rutgers provides technical assistance and consultation; the *Exchanges* quarterly newsletter; statewide and county resource directories; seminars, conferences, and training programs; a resource center of printed and audio-visual material; a clearinghouse concerned with program and policy development; and statewide planning regarding adolescent pregnancy, teen parenting, and related issues. cdb

Ann M. Wilson
Center for Community
Education
Rutgers-The State University
73 Easton Avenue
New Brunswick, NJ 08903
(201) 932-8636

New York State Council on Children and Families (CCF)

The New York State CCF is charged with ensuring the coordination of services to children and families in order to achieve the most effective human services system possible. Its mandate is to develop "more efficient organization and operation of state/local, public/voluntary system of social, educational, mental health, and other supportive and rehabilitative services to children and families." jeb

Deborah L. Greene,
Senior Policy Analyst
Empire State Plaza
Corning Tower, 28th Floor
Albany, NY 12223
(518) 474-6293

Parents Too Soon (PTS)

Built upon interagency coordination at the state and local levels, PTS is an Illinois initiative created to promote teen pregnancy prevention and positive parenting among teens who become parents too soon. PTS funds over 125 community-based programs designed to improve the health of teen mothers and their babies, prevent school dropout, prevent child abuse and neglect, promote teen male responsibility, and reduce welfare dependency. The PTS programs have been shown to reduce overall teen births and infant deaths, increase the birthweight of babies born to teens, and successfully train participants and place them in jobs. The toll-free hotlines provide referrals to pregnant and parenting teens in Illinois. A database of articles on teen pregnancy is also available. jeb

Linda P. Miller, Administrator
Illinois Department of
Public Health
535 W. Jefferson
Springfield, IL 62761
(217) 782-0554
(800) 422-5587 (in IL)
(800) 545-2200 (in IL)
FAX: (217) 782-4890

Project on Equal Education Rights (PEER)

A project of the National Organization of Women Legal Defense and Education Fund, PEER is one of the leading national advocacy groups of educational equity for women and girls of all racial and ethnic groups. PEER's strategy for change includes public policy research and analysis on critical new issues, organizing for equity at the local level, and advocacy for equal education at the federal level. Since its inception in 1974, PEER has conducted advocacy projects and research studies that raise serious questions about the link between gender stereotyping and dropping out of school, early parenting, continued occupational segregation, and the overall prospects for economic security and well-being of women and girls in this country. Publications include public policy papers, annual updates, equity action kits, and special reports. jeb

Helen Neuborne
Executive Director
c/o NOW Legal Defense and
Education Fund
99 Hudson Street, 12th Floor
New York, NY 10013
(212) 925-6635
FAX: (212) 226-1066

Resources in Special Education (RiSE)

RiSE, sponsored by the California State Department of Education, Special Education Division, provides information and resources for individuals and organizations interested in the education of children with exceptional needs in California. Exemplary program overviews, best practices, current research and reports, materials for staff development, and information on Special Education Division projects and activities are available through the statewide lending library and RiSE publications. RiSE provides reference and referral services from an extensive resources collection, maintains two electronically accessible databases, publishes training and information manuals, and produces a bimonthly newsletter, the *Special EDge*. A list of publications is available upon request. sck

650 Howe Avenue, Suite 300
Sacramento, CA 95825
(916) 641-5925
FAX: (916) 641-5871

Support Center for Educational Equity for Young Mothers

The Support Center was established to serve as a resource to policymakers, practitioners, and service providers working to improve educational opportunities for women who began childbearing before graduating from high school. Staff at the Support Center conduct research, produce reports, provide training, and offer technical assistance. The Support Center is a project of the School and Community Services division of the Academy for Educational Development. This division is committed to the notion of educational reform that stresses both excellence and equity. Much of its work focuses on

Constancia Warren, Director
Academy for Educational
Development
100 Fifth Avenue
New York, NY 10011
(212) 243-1110

four primary objectives: (1) improving the access of poor youth to educationally sound programs, (2) reducing school dropout rates, (3) preventing adolescent pregnancy, and (4) improving school-to-work transition. sck

Support Center for School-Based Clinics

A project of the Center for Population Options, the Support Center for School-Based Clinics is a national resource for practitioners serving young people with comprehensive health care in a school-related setting. Begun in 1985, the center works to facilitate communication among School-Based Clinic practitioners, policymakers, and advocates; assists in program development; consults on program operations; cooperates in the evaluation of the school-based clinic model; assesses public policy initiatives; and projects trends for the field. The center provides technical assistance, training, an annual conference, publications, and a quarterly newsletter on program and policy developments. sck

Jean Hyche-Williams, Director
Center for Populations Options
1025 Vermont Avenue, NW
Suite 210
Washington, DC 20005
(202) 347-5700

Technical Assistance for Special Populations Program (TASPP)

TASPP is a service function of the National Center for Research in Vocational Education at the University of California at Berkeley. Housed in the University of Illinois site, it is designed to assist in the improvement of vocational education programs for youth and adults with special needs. TASPP's goals are to provide comprehensive resource and referral services to practitioners, researchers, and policymakers working in vocational education with special needs populations at the secondary and postsecondary level; initiate and support networks of professionals serving the vocational education needs of special groups; and provide targeted technical assistance on selected topics or problems crucial to improving the quality of vocational education programs provided to special populations. TASPP activities include conducting workshops; publishing a quarterly newsletter, *TASPP BULLETIN*, and a topical series, *TASPP BRIEF*, on critical issues and policy options; and developing appropriate materials for national distribution. sck

National Center for Research
in Vocational Education
University of Illinois
Carolyn Maddy-Bernstein
Director
Department of Vocational and
Technical Education
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807
FAX: (217) 244-5632

Vocational Education Resource System (VERS)

Funded by the Career-Vocational Education Division of the California Department of Education, VERS is a comprehensive technical assistance and information referral system. It assists career-vocational teachers, counselors, and administrators to improve and expand programs and services for special population students. Technical assistance to educators in areas such as integration of vocational and academic education, program administration, instructional strategies, fiscal and accountability, and grantwriting is provided. VERS offers regional workshops, inservice training, and telephone consultation to educators throughout California. In addition, it also operates the Special Populations Library, offering audiovisual, textbooks, curriculum guides, reports and other publications for loan to educators, especially those working with special needs students. jeb

Work, Achievement, and Values in Education (WAVE)

WAVE program is a four-level, competency-based curriculum designed to help at-risk young people in grades nine through twelve to improve their prospects for academic and personal success. Specifically, WAVE endeavors to reduce absenteeism, improve grades, and enhance self-esteem for at-risk youth including dropouts, pregnant and parenting teens, and adjudicated youth. WAVE students learn about the world of work and the connections between school and work in a variety of classroom and experiential activities. WAVE consists of a teacher-training package, a comprehensive curriculum, and motivational and leadership activities for students. It is designed to be effective as a separate program and/or operate in conjunction with existing dropout prevention programs. On-going technical assistance is provided by the Work, Achievement, Values and Education staff (formerly known as 70001 Training & Employment Institute). mcw

Tony Apolloni, Director
California Institute on
Human Services
Sonoma State University
1801 East Cotati Avenue
Rohnert Park, CA 94928
(707) 664-2416
FAX: (707) 664-2417

Alta J. Cannaday, Vice President
Program Development
Work, Achievement, Values
and Education
501 School Street, SW,
Suite 600
Washington, DC 20024-2754
(202) 484-0103
(800) 274-2005
FAX: (202) 488-7595

CLEARINGHOUSES

The following clearinghouses provide specialized information and technical assistance to teachers, administrators, counselors, policymakers, parents, students, and others interested in the issues of serving teen parents and adult single parents in vocational education programs. Available services may include information responses by letter, telephone, or electronic interaction; access to a computer-based information network; individualized computer searches; specialized projects; conference presentations; and telephone consultations. Publications may include the following: newsletters, bibliographies, monographs, journal columns and articles, fact sheets and resource papers, resource directories, and referral lists.

ACCESS

ACCESS provides computerized information on a wide range of topics on public education to parents and citizens who wish to become involved in efforts to improve their public schools. Housed by the National Committee for Citizens in Education, ACCESS is made possible through a grant from the MacArthur Foundation. Information from searches includes summaries of books, reports, studies, and articles; legal information on federal legislation, state statutes, court rulings; and organizations—national, state, and local. Resources and printouts are available on a variety of topics including single parents, effective schools through school-based improvement, college opportunities for learning disabled students, dropouts, effective schools and school-based improvement, and public school choice. jeb

The Information Clearinghouse
About Public Schools
National Committee for
Citizens in Education
10840 Little Patuxent Parkway
Suite 301
Columbia, MD 21044
(301) 997-9300
(800) 638-9675
FAX: (301) 997-7583

CDF's Child, Youth, and Family Futures Clearinghouse

This clearinghouse, established to collect information and report on successful models, programs, and strategies, is part of CDF's ongoing effort to prevent teen pregnancies and alleviate the range of problems facing adolescent- and female-headed households. It provides information and technical assistance on preventing teen pregnancy and other life-limiting behaviors through developing capacity and motivation. The staff responds to calls and requests for information on the connection between adolescent pregnancy and broader life options particularly in youth employment, health, child welfare, and education for youth. In addition to their work with community organizations, individuals, and local teen pregnancy programs, the clearinghouse helps state, national, and regional organizations and institutions. Six reports are published annually on topics such as child poverty, education tracking, and maternal and child health. jeb

Ray O'Brien, Contact Person
Children's Defense Fund (CDF)
122 C Street, NW, Suite 400
Washington, DC 20001
(202) 628-8787 (Ext. 245)
FAX: (202) 783-7324

ERIC Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE)

The ERIC Clearinghouse provides comprehensive information services in adult and continuing education; career education, childhood through adult; and vocational and technical education. Publications include in-depth reviews, *Digests* that summarize information on selected topics, *Trends and Issues Alerts* that provide information on emerging trends and issues, and *Practice Application Briefs* that are based on research findings. Services include computer searches and referrals. sck

Judy Wagner
Assistant Director for
Dissemination
ERIC/ACVE
Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
(614) 292-4353
(800) 848-4815
FAX: (614) 292-1260

ERIC Clearinghouse on Counseling & Personnel Services (ERIC/CAPS)

CAPS is one of the sixteen subject-oriented clearinghouses of the ERIC system. The clearinghouse's scope includes the preparation, practice, and supervision of counselors at all educational levels and in all settings; the theoretical development of counseling and guidance; personnel procedures such as testing and interviewing and the analysis and dissemination of the resultant information; group work and case work; the nature of pupil, student, and adult characteristics; and personnel workers and their relation to career planning, family consultations, and student orientation activities. ERIC/CAPS offers professionals products such as monographs, special issues papers, recent studies, computer search analyses, bibliographies and digests, as well as a quarterly information bulletin featuring clearinghouse activities, products, and articles on timely topics. The clearinghouse's staff also offers question-answering services; computer searching of the ERIC database; on-site user services with a complete ERIC microfiche collection at the ERIC Resources Center; and national, state, and local workshops on high-priority counseling concerns. sck

Christine Eldred
University of Michigan
School of Education,
Room 2108
610 E. University Street
Ann Arbor, MI 48109-1259
(313) 764-9492
FAX: (313) 747-2425

Girls Incorporated National Resource Center

As a service of Girls Incorporated (formerly known as Girls Clubs of America), the Girls Incorporated National Resource Center acts as a clearinghouse to disseminate information concerning gender inequities and other societal issues facing today's girls and young women. Information is available on a wide range of topics that relate to girls such as adolescent development, pregnancy prevention, and sexuality; career development and employment; gender roles and relationships; positive environments; and math, science, and new technology. The center contains

Heather Nicholson, Director
441 W. Michigan Street
Indianapolis, IN 46402
(317) 634-7546

over five-thousand monographs, studies, texts, films, filmstrips, cassettes, videotapes, and periodicals and focuses on statistical information, research about girls and young women, and model programs for serving girls in informal education. Publications and materials are available to parents, educators, policymakers, women's groups, and others concerned with girls and young women. jeb

National Clearinghouse on Women and Girls with Disabilities

Established by the Women and Disability Awareness Project (sponsored by the Educational Equity Concepts organization), this clearinghouse provides information on services for women and girls with disabilities, defined to include physical, sensory, language, cognitive, emotional, and health disabilities. Services of the clearinghouse include maintaining a database, providing references and referrals, developing a communication network, and conducting public education regarding women and girls with disabilities. jeb

Ellen Rubin
114 E. 32nd Street
New York, NY 10016
(212) 725-1803

National Dropout Prevention Center (NDPC)

NDPC gathers, analyzes, and disseminates information to individuals and groups involved in school dropout prevention efforts. NDPC's mission is to significantly reduce the dropout rate in schools by helping to develop public-private partnerships between schools, businesses, and communities to meet the needs of at-risk youth. It publishes the quarterly *National Dropout Prevention Newsletter*, *A Series of Solutions and Strategies* serial, and numerous topical publications; maintains the FOCUS database on dropout prevention; and manages the National Dropout Prevention Network, a membership-based organization of over twenty-five hundred professionals involved in school dropout prevention efforts. The annual National Dropout Prevention Conference is a major activity of the network. jeb

Jay Smink
Executive Director
Marty Duckenfield
Data Management and
Research Analyst
Clemson University
Clemson, SC 29634-5111
(803) 656-2599
(800) 443-6392
(800) 868-3475 (SC only)
FAX: (803) 656-0136

COMPUTER-BASED INFORMATION NETWORKS

Computer-based information networks provide instantaneous on-line communication and database services. These networks are an efficient method of communicating with other school districts, agencies, clearinghouses, and institutions of higher education and keeping abreast of the latest legislation, programs, funding, resources, and other pertinent information concerning relevant issues in education.

ADVOCNET

The National Center for Research in Vocational Education (NCRVE), University of California at Berkeley, manages ADVOCNET, a national electronic mail system linking adult, vocational, and technical educators, administrators, and others. The service features message exchanges, bulletin boards, and teleconferencing. The network serves to inform the vocational community nationwide about meetings, workshops, conferences, new products, and other information of special interest.

ADVOCNET provides access to people and information throughout the nation in a variety of ways which include communicating with other users effectively; sending messages to many users at once by using mail distribution lists; composing messages on your personal computer and uploading them, or composing messages online; sending data files or formatted documents, even spreadsheets and word processing documents, to other users; accessing news and information services and online database services, including VECM, RIVE, and ERIC; and posting and reading ADVOCNEWS bulletin board items on a variety of subjects. ADVOCNEWS is an electronic bulletin board for the exclusive use of ADVOCNET members. Announcements and requests can be posted in many categories, including meetings, jobs, special needs, new products, legislation, and requests.

All that is needed to access ADVOCNET is a personal computer or terminal, modem, phone line, and subscription through BT North America Inc., the vendor. Technical assistance is available toll free from NCRVE and from the vendor, BT North America, Inc. Online help, an interactive online tutorial, and printed documentation is also available to users. For subscription information, contact BT North America, Inc., 2560 N. First Street, P.O. Box 49019, San Jose, CA 95161-9019, (800) 872-7654. sck

David Carlson
Administrative Assistant
National Center for Research
in Vocational Education
1995 University Avenue,
Suite 375
Berkeley, CA 94704-1058
(510) 642-3798
(800) 762-4093
FAX: (510) 642-2124

SpecialNet

The world's largest computer-based information network for education professionals, SpecialNet consists of three parts—electronic mail, bulletin boards, and databases. It provides quick and easy communication from classroom teachers to administrators in county, state, and federal offices of education. More than forty national bulletin boards including Independent.Living, Litigation, LRE, Program.Eval, and Voced.Transition are available along with over fifty active state bulletin boards. SpecialNet's databases consist of several types, including specialized databases such as Program Evaluation and topical databases which include archived information taken from many SpecialNet bulletin boards and stored so users can locate information on a specific topic. SpecialNet is available on a subscription basis twenty-four hours a day, seven days a week, through virtually any telephone in the United States and Canada, as well as seventy additional countries worldwide. sck

GTE Education Services, Inc.
Subscription Services
8505 Freeport Parkway,
Suite 600
Irving, TX 75063
(800) 468-8550

DATABASES

Databases provide a wealth of pertinent information regarding special needs populations to interested parties.

EDLINC

EdLINC is a national network offering free services to professionals in resource media, information, library, and service centers. The network is for anyone responsible for finding, recommending, and purchasing new materials, and providing current information on instructional materials and school products (e.g., tests, software, books, multimedia, computer and audiovisual equipment, school supplies). EdLINC is designed to help meet the needs of teachers, administrators, students, and allied educational professionals.

EdLINC provides up-to-date information through the EdLINC Database, a free electronic catalog information service that enables educators to find the most appropriate materials to match their needs quickly and also a monthly newsletter, a membership directory to encourage member interaction, and its national annual convention. The goal of EdLINC is to promote better education through better information. jeb

Victor E. Fuchs, Director
P.O. Box 14325
Columbus, OH 43214
(800) 736-1405
(8AM-5PM, M-F EST)
FAX: (614) 433-0852

ERIC

The Educational Resources Information Center (ERIC), sponsored by the OERI, U.S. Department of Education, is designed to provide users with ready access to primarily the English language literature dealing with education. It includes databases, abstract journals, microfiche, computer searches, document reproduction, and analyses and syntheses. ERIC maintains the world's largest education database that covers all aspects of education and is accessible in most university, state, and large city libraries in at least one of four formats: (1) manual indexes, (2) microfiche collection, (3) on-line service, and (4) CD-ROM retrieval system. jeb

U.S. Department of Education
Office of Educational Research
and Improvement (OERI)
555 New Jersey Avenue, NW
Washington, DC 20208-5720
(202) 219-2289
(800) USE-ERIC
FAX: (202) 219-1817

Family Resources Database

This database consists of a computerized core collection of literature, programs, directories, and services of the family and allied fields. It represents the largest interdisciplinary collection of family-related information in the world and fills information gaps among health sciences, psychology, sociology, education, social work, law, home economics, and other disciplines. Over one-hundred thirty subject

National Council on Family
Relations
1910 W. County Road B,
Suite 147
St. Paul, MN 55113
(612) 633-6933

areas representing the interdisciplinary family field are covered in the database which can be accessed worldwide in reference departments of university, college, and public libraries; medical centers and hospitals; or independently by personal computer. sck

Library and Information Network (LINK)

This database has several components. The library file contains entries of articles, reports, monographs, and books. The clearinghouse files contain entries about brochures, programs, curricula, and audiovisual materials on all aspects of sexuality education. Customized searches provide the information needed to develop programs or publications. In addition, LINK library staff will tap into DIALOG or BRS—extensive databases on medicine, education, and policy—for a minimal cost. jeb

National Information Center for Educational Media (NICEM)

The NICEM database covers the entire spectrum of nonprint media intended for use in the educational field from preschool to graduate and professional school levels and for vocational training. Librarians, media specialists, curriculum planners, educators, trainers, and researchers can select from among thousands of programs available from a variety of producers and distributors.

All subject areas that apply to learning are included in the database. Heavily covered subject areas include vocational and technical education, and guidance and counseling. Special education information is also available. NICEM continues to acquire and collate information from a number of sources including producer and distributor catalogs for nonprint materials, the Library of Congress media centers, colleges, universities, and libraries.

Research in Vocational Education (RIVE)

RIVE is a specialized database covering ongoing and recently completed projects in the field of vocational education. It also indexes the products and reports resulting from those projects. Special emphasis is given to the research, personnel development, and curriculum development activities funded under the Carl D. Perkins Vocational and Applied Technology Education Act.

Planned Parenthood Federation of America

Gloria A. Roberts, Head Librarian
Mark Carter, Education
Specialist
Education Department
810 Seventh Avenue
New York, NY 10019
(212) 261-4637 (Library)
(212) 261-4628 (Clearinghouse)
FAX: (212) 247-6269

Patrick J. Sauer,
Managing Editor
Publishing Division,
Access Innovations, Inc.
PO Box 40130
Albuquerque, NM 87196
(505) 265-3591
(800) 468-3453
FAX: (505) 256-1080

David Carlson, Manager
National Center for Research
in Vocational Education
1995 University Avenue,
Suite 375
Berkeley, CA 94704-1058
(510) 642-3798
(800) 762-4093
FAX: (510) 642-2124

Researchers may avoid duplication of effort by searching RIVE before applying for federal or state funds. RIVE may be used to study trends in funding, such as amount or duration of study, and may be of use to professionals in the field of vocational education for identifying new developments and projects.

RIVE includes descriptive abstracts of most project proposals. Projects in all fields of vocational education are covered including adult education, basic skills education, bilingual vocational education, curriculum development, gifted and talented programs, job placement, personnel development, and rural education.

The database is available through BRS Information Technologies. Many larger libraries subscribe to BRS and conduct searches on request. The National Center for Research in Vocational Education (NCRVE) also conducts searches for clients. NCRVE works with state program improvement officers and the federal Office of Vocational and Adult Education to maintain the content of the database. BRS and NCRVE also provide technical support to database users. For subscription information, contact BRS Information Technologies, Inc., 8000 Westpark Drive, McLean, VA 22102, (800) 289-4277. sck

TASPP Computerized Information Base

TASPP has designed a computerized information base exclusively for practitioners, researchers, and policymakers regarding vocational education programs for special needs populations. Custom designed information searches are made available at no charge on topics such as transition, at-risk youth and adults, limited-English proficient students and immigrants, teen pregnancy, rural and urban education, and integrating vocational education and academics.

Entries contained in the base include the following: reference materials including the most recent research reports, monographs, state reports, organizational initiatives, program development manuals, journals, and newsletters; organizations, associations, and agencies; centers for educational information/services including curriculum centers, clearinghouses, computer based-information networks, and databases; names and addresses of contact persons in state and national agencies, associations, and organizations; and exemplary programs/practices identified by TASPP staff.

National Center for Research
in Vocational Education
Technical Assistance for
Special Populations Program
University of Illinois
Department of Vocational and
Technical Education
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807

This computerized information base is accessible by writing or calling the TASPP staff at the above address and telephone number. sck

Vocational Education Curriculum Materials (VECM)

The Vocational Education Curriculum Materials (VECM) database is a comprehensive centralized computerized database of information on curriculum materials. Its development was the result of a cooperative effort by the six Curriculum Coordination Centers (CCCs) of the National Network for Curriculum Coordination in Vocational Technical Education (NNCCVTE) and the National Center for Research in Vocational Education (NCRVE).

Only current vocational and technical curriculum materials that have national availability appear in VECM. About six-thousand records of both print and nonprint materials (including about eleven-hundred microcomputer courseware entries) are now in the database, and the number is continually increasing. An important recent emphasis has been on the entry of information on curriculum materials for special needs populations. Each VECM entry includes the following information about the curriculum product: title, date, sponsoring agency, developer, subject matter classification, educational level, intended user, student target population, description of the print or nonprint materials, copyright restrictions, and availability.

The database is available through BRS Information Technologies. Many larger libraries as well as the NNCCVTE subscribe to BRS and conduct searches on request. NCRVE also conducts searches for clients. The CCCs and NCRVE continue to build and maintain the VECM database. All vocational and technical educators are encouraged to contribute information about curriculum materials. For subscription information, contact BRS Information Technologies, Inc., 8000 Westpark Drive, McLean, VA 22102, (800) 289-4277. sck

David Carlson, Manager
National Center for Research
in Vocational Education
1995 University Avenue,
Suite 375
Berkeley, CA 94704-1058
(510) 642-3798
(800) 762-4093
FAX: (510) 642-2124

EXEMPLARY VOCATIONAL SPECIAL NEEDS PROGRAMS

The Technical Assistance for Special Populations Program (TASPP) of the National Center for Research in Vocational Education, University of California at Berkeley, conducts an annual search for exemplary vocational education programs serving students with special needs. TASPP's evaluation process focuses on specific components which research has shown are characteristic of effective programs. Applications providing detailed program descriptions are evaluated for these components by leaders in the field of special needs vocational education. The following entries represent teen parent programs identified as Exemplary Vocational Education Programs Serving Special Needs Students.

Boulder Valley Teen Parenting Program

The Boulder Valley Teen Parenting Program was identified as a 1990 National Recognition Program for Exemplary Vocational Education Programs Serving Special Needs Populations by TASPP. The goal is for every school-age parent, both teen mothers and fathers, to have the opportunity to continue high school courses leading to graduation in order to acquire job skills for economic self-sufficiency. The administration and staff have enlisted the aid of numerous community agencies, obtained grants, and diligently built a program that strives to meet the academic and vocational, social, emotional, and physical needs of those enrolled.

Gloria Parmerlee-Greiner
Boulder Valley Public Schools
RE2-J, Fairview High School
1515 Greenbriar Boulevard
Boulder, CO 80303
(303) 447-5346

Beginning in 1980, the program has grown to serving sixty-five parents, thirty-six toddlers, and sixteen infants during the 1988-1989 school year. Teen parents are offered an array of programs and services to help them attain their educational goals. In addition to the regular programs provided in the school district, teen parents also have the benefit of health care services, including pre- and post-natal services, support services (e.g., school bus transportation for them and their children); academic support services, such as tutoring and basic skill instruction; and vocational training/employment services including assessment. Students have access to the Boulder Valley Area Technical Education Center's vocational programs and Job Placement Counselor as well as the option of preparing for the General Education Diploma (GED). An infant and toddler nursery also exists for the children of teen parents in the program.

The successes of the program are many: less than two percent of the program's teen parents have children with low birth weight, less than five percent have another child while in their teens, and approximately eighty-five percent of the teen parents have completed school or received their GED. jeb

Single Parent/Displaced Homemaker Program

The Pinellas County Single Parent/Displaced Homemaker Program was identified as an exemplary program in the TASPP's 1991 National Recognition Program for Exemplary Vocational Programs Serving Special Needs Populations. The program serves mothers and fathers who are single, separated, divorced, and widowed, and in need of basic skills training, GED preparation, or financial assistance. Participants are encouraged to enroll in technical training programs with higher-than-average wages and potential for advancement. The program offers career information and counseling, appropriate preparatory courses, and job placement services. Child care funding, gasoline allowances, bus passes, tutorial assistance, and school supplies are among the available support services.

Since its inception in 1986, the program has served fifteen-hundred single parents and displaced homemakers. During 1989-1990, approximately eighty-seven percent of program graduates were placed in high wage jobs. jeb

Victoria Butler
Program Coordinator,
Clearwater Campus
Barbara Giffin
Program Coordinator,
St. Petersburg Campus
Pinellas Technical Education
Center
Clearwater Campus
6100 154th Avenue, North
Clearwater, FL 34620
(813) 531-3531

NATIONAL NETWORK FOR CURRICULUM COORDINATION IN VOCATIONAL AND TECHNICAL EDUCATION (NNCCVTE)

NNCCVTE is a nationwide network of six curriculum coordination centers sponsored by the U.S. Department of Education, Office of Vocational and Adult Education. The network promotes sharing of curriculum, professional development of state and local educators, research in curriculum design methodology, and coordination of development among states.

East Central Curriculum Coordination Center

Rebecca Douglass, Director
Sangamon State University, F-2
Springfield, IL 62794-9243
(217) 786-6173 (Secretary to the Director)
(217) 786-6375 (Library Services)
(800) 252-IVCC (IL only)

States served are Delaware, District of Columbia, Illinois, Indiana, Maryland, Michigan, Minnesota, Ohio, Pennsylvania, Virginia, West Virginia, and Wisconsin.

Midwest Curriculum Coordination Center

Richard Makin, Contact Person
Oklahoma Department of Vocational and
Technical Education
1500 W. 7th Avenue
Stillwater, OK 74074-4364
(405) 743-5192
FAX: (405) 743-5142

States served are Arkansas, Iowa, Kansas, Louisiana, Missouri, Nebraska, New Mexico, Oklahoma, and Texas.

Northeast Curriculum Coordination Center

Martha J. Poci, Director
Catherine R. Liapes, Assistant Director
New Jersey State Department of Education
Division of Vocational Education
Crest Way
Aberdeen, NJ 07747
(908) 290-1900
FAX: (908) 290-9678

States served are Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Puerto Rico, Rhode Island, Vermont, and the Virgin Islands.

Northwest Curriculum Coordination Center

Bill Daniels, Director
Judy Noll, Coordinator
Saint Martin's College
Old Main, Room 478
Lacey, WA 98503
(206) 438-4456
FAX: (206) 459-4124

States served are Alaska, Colorado, Idaho, Montana, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.

Southeast Curriculum Coordination Center

Rebecca Love-Wilkes, Director
Ronda Cummings, Librarian
Mississippi State University
Research and Curriculum Unit
P.O. Drawer DX
Mississippi State, MS 39762
(601) 325-2510
FAX: (601) 325-3296

States served are Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee.

Western Curriculum Coordination Center

Lawrence F. H. Zane, Director
Barbara Luckner-Loveless, Associate Director
University of Hawaii at Manoa
College of Education
1776 University Avenue, Wist 216
Honolulu, HI 96844-0001
(808) 956-7834
(808) 956-6496
FAX: (808) 956-3374

States and regions served are American Samoa, Arizona, California, Commonwealth of the Northern Marianas, Federated States of Micronesia, Guam, Hawaii, Nevada, Republic of the Marshall Islands, and the Republic of Palau.

STATE VOCATIONAL AND TECHNICAL EDUCATION CURRICULUM CENTERS

The curriculum centers identified in this section generally act as research, referral, and resource centers by providing free services to the vocational educators and administrators of each state. The resource center's staff responds to requests in all vocational subject areas including agriculture, business/distributive education, health, home economics, special needs, cooperative education, industrial arts, plus the vocational education concerns of gender equity and guidance. Bilingual and Indian resources are also being added to the resource collection. Specific services available from each center vary, but generally include workshops in curriculum development and use, reprinting/production, and dissemination of curriculum and instructional materials.

ALABAMA

Vocational Curriculum Research,
Evaluation Center
James Kendrick, Director
Division of Vocational Education
Services
50 N. Ripley Street
Room 5234, Gordon Persons Building
Montgomery, AL 36130-3901
(205) 242-9108
FAX: (205) 242-9708

ALASKA

Alaska Vocational Materials Library
Ann King, Director
Barbe McClung, Coordinator
Alaska Department of Education
Office of Adult and Vocational
Education
P.O. Box F
Juneau, AK 99811
(907) 465-4685
FAX: (907) 465-5297

ARIZONA

Arizona Center for Vocational Education
Gaye Luna, Director
Joanie Hoffman, Business Manager
Northern Arizona University
P.O. Box 6025
Flagstaff, AZ 86011
(602) 523-1386
(800) 522-2283
FAX: (602) 523-6395

ARKANSAS

Media Implementation Center
Keith Moore, Director
11330 Arcade Drive, Suite 5
Little Rock, AR 72212-4084
(501) 221-0832
FAX: (501) 221-0834

Arkansas Vocational Curriculum
Dissemination Center (AVCDC)
Bobbie Biggs, Director
Kathrine Slocum, Research Assistant
University of Arkansas
Graduate Education Building, Room 115
Fayetteville, AR 72701
(501) 575-6606
(800) 632-8754 (AR only)
FAX: (501) 575-4681

DISTRICT OF COLUMBIA

Vocational Education Curriculum
Department
Hazel Showell, Director
Miner Resource/Learning Center
601 15th Street, NE
Washington, DC 20002
(202) 724-4212
FAX: (202) 724-5091

FLORIDA

Center for Instructional Development
and Services
Michael J. Hannafin, Director
2003 Apalachee Parkway
Tallahassee, FL 32301-4829
(904) 487-2054
(800) 428-1194

GEORGIA

Vocational Education Curriculum Center
(VECC)
North Georgia RESA
Charles Gibson, Executive Director
Sharon Norman, Curriculum
Development Consultant
Route 3, Box 232-A
Ellijay, GA 30540-9380
(404) 276-1111
FAX: (404) 276-1114

HAWAII

Hawaii Vocational Curriculum Center
Larry Zane, Director
1776 University Avenue, Wist 216
Honolulu, HI 96822
(808) 956-7834
(808) 956-6496
FAX: (808) 956-3374

IDAHO

Idaho Vocational Curriculum
Dissemination Center
Don Eshelby, Director
Cari Manry, Coordinator
University of Idaho
Moscow, ID 83843
(208) 885-6556
(800) 422-6013
FAX: (208) 885-6869

ILLINOIS

Illinois Vocational Curriculum Center
Rebecca S. Douglass, Director
Sangamon State University, F-2
Springfield, IL 62794-9243
(217) 786-6375
(800) 252-IVCC (IL only)
FAX: (217) 786-6036

INDIANA

Vocational Education Services
James Pershing, Executive Director
Carthell Everett, Director
Indiana University
840 State Road 46 Bypass
Room 100
Bloomington, IN 47405
(812) 855-6711
(800) 544-1469 (IN only)
FAX: (812) 855-9156

KANSAS

Kansas Vocational Curriculum
Resources Center
Mark L. Johnson, Director
Darlene Crank, Manager/Secretary
Pittsburg State University
116 Willard Hall
Pittsburg, KS 66762
(316) 235-4629
(316) 235-4628
FAX: (316) 231-4231

Kansas Competency-Based Curriculum
Center (KCBCC)
Ben L. Clay, Coordinator
Washburn University
School of Applied and Continuing
Education
1700 College
Topeka, KS 66621
(913) 231-1010 (Ext. 1534)
FAX: (913) 231-1089

KENTUCKY

Curriculum Development Center
John Horton, Director
2024 Capitol Plaza Tower
Frankfort, KY 40601
(502) 564-2890
FAX: (502) 564-5316

LOUISIANA

Louisiana Technical Resource Center
(LTRC)
Mervin Birdwell, Director
P.O. Box 1159
210 Highway, 3110 South Bypass
Natchitoches, LA 71458-1159
(318) 357-3155
FAX: (318) 357-3108

MAINE

Vocational Curriculum Resource Center
of Maine (VCRCOM)
Sue Donar, Director
Kennebec Valley Vocational Technical
College
P.O. Box 29, Outer Western Avenue
Fairfield, ME 04937-0029
(207) 453-9762 (Ext. 170)
(207) 453-7669
FAX: (207) 453-7732

MASSACHUSETTS

Massachusetts Vocational Curriculum
Resource Center
Jim LiaBraaten, Director
758 Marrett Road
Lexington, MA 02173
(617) 863-1863
(800) 356-8272 (MA and CT only)
FAX: (617) 863-9965

MICHIGAN

Michigan Vocational Education
Resource Center
Gloria Kielbaso, Director
Cas Heilman, Director
Michigan State University
133 Erickson Hall
East Lansing, MI 48824
(517) 353-4397
(800) 292-1606 (MI only)
FAX: (517) 353-6393

MINNESOTA

Minnesota Curriculum Services Center
Roger Worner, Director
Capitol View 70 W. County Road B-2
Little Canada, MN 55117-1402
(612) 483-4442
(800) 652-9024 (MN only)
FAX: (612) 483-0234

MISSISSIPPI

Research and Curriculum Unit
James F. Shill, Director
Mississippi State University
Research and Curriculum Unit
P.O. Drawer DX
Mississippi State, MS 39762
(601) 325-2510
FAX: (601) 325-3296

MISSOURI

Instructional Materials Lab (IML)
Harley Schlichting, Director
University of Missouri at Columbia
8 London Hall
Columbia, MO 65211
(314) 882-2841

MONTANA

Montana Center for Research,
Curriculum and Personnel Development
Gus Korb, Director
Northern Montana College
Box 7751
Havre, MT 59501
(406) 265-2841
FAX: (406) 265-3777

NEBRASKA

Nebraska Vocational Curriculum
Resource Center
Lyle Colsden, Director
University of Nebraska at Kearney
West Campus, W 206
Kearney, NE 68849
(308) 234-8462
(308) 234-8464
FAX: (308) 234-8669

NEW HAMPSHIRE

Learning Resources Center (LRC)
Judith Hildebrandt, Coordinator
Keene State College
Mason Library
Keene, NH 03431
(603) 358-2750
(603) 358-2749
FAX: (603) 357-7317

NEW MEXICO

Vocational Information and Program
Services (VIPS)
Carol Bell, Project Director
351 Rio Communities Boulevard
Belen, NM 87002
(505) 864-2823
(800) 247-8477 (NM only)
FAX: (505) 865-3095

NORTH DAKOTA

North Dakota Vocational Curriculum
Library
Jane Schulz, Director
Bismarck State College
1500 Edwards Avenue
Bismarck, ND 58501
(701) 224-5487

OHIO

Instructional Materials Laboratory

842 W. Goodale Boulevard
Columbus, OH 43212
(614) 292-4277

Ohio Agriculture Education Curriculum
Materials Service

Roger Roediger, Director
254 Agriculture Administration
2120 Fyffe Road
Columbus, OH 43210-1010
(614) 292-4848
FAX: (614) 292-7007

OKLAHOMA

Curriculum and Instructional Materials
Center (CIMC)

Brenda Stacy, CIMC Coordinator
John W. Friedemann
Marketing Coordinator
Oklahoma State Department of
Vocational Technical Education
1500 W. 7th Avenue
Stillwater, OK 74074-4364
(405) 377-2000 (Ext. 589)
(800) 654-4502
FAX: (405) 743-5154

Oklahoma State Department of Vo-Tech
Resource Center

Denise Dow, Director
1500 W. 7th Avenue
Stillwater, OK 74074-4364
(405) 743-5161
(800) 522-5810 (OK only)
(800) 654-4502
FAX: (404) 743-5541

PENNSYLVANIA

PDE Resource Center

Evelyn Werner, Director

VEIN (Vocational Education
Information Network)

Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333
(717) 783-9192
FAX: (717) 783-5420

SOUTH CAROLINA

Vocational Curriculum Development
Section

Robert T. Benson, Director
Office of Vocational Education
1831 Barnwell Street
Columbia, SC 29201
(803) 253-4029

SOUTH DAKOTA

South Dakota Curriculum Center
(SDCC)

Wendy Bonaiuto, Director
Judi Zikmund, Director of Vocational
Resources
205 W. Dakota
Pierre, SD 57501-4502
(605) 224-6287
FAX: (605) 224-8320

TENNESSEE

Division of Vocational Education
Curriculum Center

Lynne Cohen, Director
Tennessee Department of Education
214 Cordell Hull Building
Nashville, TN 37243-0383
(615) 741-1931
FAX: (615) 741-6236

TEXAS

Home Economics Curriculum Center
(HECC)

Marilyn Wragg, Director
Texas Tech University
P.O. Box 41161
Lubbock, TX 79409-1161
(806) 742-3029
FAX: (806) 742-3034

Instructional Materials Service

Neil Overstreet, Coordinator

Texas A & M University

FE Box 2588

College Station, TX 77843

(409) 845-6601

FAX: (409) 845-6296

**Educational Development and Training
Center**

Mary Hendrix, Director
East Texas State University
Mayo Hall
Commerce, TX 75428
(903) 886-5624
(800) 356-3382
FAX: (903) 886-5744

**Extension Instruction and Materials
Center (EIMC)**

Kathryn R. Allen, Director
University of Texas at Austin
P.O. Box 7218
Austin, TX 78713-7218
(512) 471-7716 (Ext. 203)

VERMONT

Vocational and Home Economics
Resource Materials (VHERM)
Linda Desjarlais, Center Manager
Irene Shover, Coordinator
Oxbow Vocational Center
Box 618
Bradford, VT 05033
(802) 222-5212 (Ext. 32)
FAX: (802) 222-9002

VIRGINIA

Virginia Vocational Curriculum and
Resource Center (VVCRC)
Peggy L. Watson, Project Director
Suzanne B. Trevvett, Writer/Editor
2200 Mountain Road
Glen Allen, VA 23060-2208
(804) 262-7439

WASHINGTON

Northwestern Curriculum Coordination
Center
William Daniels, Director
Judy Noll, Coordinator
Saint Martin's College
Lacey, WA 98503
(206) 438-4456
FAX: (206) 459-4124

WEST VIRGINIA

Vocational Curriculum Laboratory
Keith James, Director
Cedar Lake Conference Center
Ripley, WV 25271
(304) 372-7017

WISCONSIN

Vocational Studies Center
L. Allen Phelps, Director
University of Wisconsin at Madison
964 Educational Sciences Building
1025 W. Johnson Street
Madison, WI 53706
(608) 263-3696
FAX: (608) 262-9197

OERI REGIONAL EDUCATIONAL LABORATORIES

Ten regional educational laboratories were established by the Office of Educational Research and Improvement (OERI), U.S. Department of Education to focus on school improvement throughout the United States. The labs conduct applied research, development, and technical assistance for educators, parents, and decisionmakers. The educational improvement mission of the labs is facilitated through five functions: (1) working with other regional organizations to apply research and improve schools; (2) assisting state-level policymakers on the implications of education research and practice for policies and programs; (3) conducting applied research and developing materials, programs, and publications that support the mission of school and classroom improvement; (4) collaborating with other laboratories, research centers, and national associations to extend and enhance related research and development; and (5) developing effective internal management, governance, planning, and self-evaluation, as well as reviewing regional needs and developments.

Appalachia Educational Laboratory (AEL)

AEL serves as the regional educational lab for Kentucky, Tennessee, Virginia, and West Virginia. To address the goals toward the improvement of professional quality, curriculum and instruction, community support, and equal educational access for all students, the lab operates the following eight projects: (1) Classroom Instruction program (teachers), (2) School Governance and Administration program (school administrators and school board members), (3) Colleges and Schools program (colleges for teacher education), (4) State Policy program (policymakers), (5) Information Services program (direct services to educators), (6) Community Liaison to Urban Education program (underrepresented groups), (7) Rural, Small Schools program (rural citizens and educators), and (8) Rural Excel program (with State Education Agency and Local Education Agency personnel).

Under the Community Liaison to Urban Education program, the concerns, interests, and special needs of underrepresented groups are assessed and addressed in the lab's program and activities. The Rural, Small Schools program provides information about promising current practices and seeks to set up technology-based networks of local schools with college libraries. The Rural Excel program works with state and local educators to develop, test, and disseminate appropriate new learning materials and processes for rural schools. AEL also operates the ERIC Clearinghouse on Rural Education and Small Schools. The Lab publishes *The Link* newsletter. A publications catalog is available upon request. jeb

Terry L. Eidell
Executive Director
1031 Quarrier Street
P.O. Box 1348
Charleston, WV 25325
(304) 347-0400 (local)
(800) 344-6646 (in WV)
(800) 624-9120 (outside WV)
FAX: (304) 347-0487

Far West Laboratory for Educational Research and Development (FWL)

FWL is one of ten regional educational laboratories established by the Office of Educational Research and Improvement, U.S. Department of Education, to focus on school improvement throughout the United States. FWL provides advanced learning and effectiveness for educators, parents, and policymakers through research, applications, and partnerships. Services include instructional development, staff training analysis and design, organizational design, evaluation, research, technical writing, and information dissemination. Products include program guidelines, handbooks, manuals, resource directories, information catalogs, audiovisual materials, curriculum models and materials, institutional designs, conference proceedings, and evaluation and research reports. FWL also participates in research, development, and technical assistance projects on such topics as essential skills, experience-based career education, staff development, and initiatives to improve opportunities for minority and female students. jeb

730 Harrison Street
San Francisco, CA 94107-1242
(415) 565-3000
FAX: (415) 565-3012

Mid-Continent Regional Educational Laboratory (McREL)

This lab focuses on school improvement throughout the United States. It conducts applied research, development, and technical assistance for educators, parents, and decisionmakers. McREL serves as the regional educational laboratory for Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming.

C. Larry Hutchins
Executive Director
Colorado Office
2550 South Parker Road,
Suite 500
Aurora, CO 80014
(303) 337-0990
FAX: (303) 337-3005

The mission of McREL is to create a community of interest among those individuals and organizations interested in learning how to help schools meet the needs of an ever changing society. The key strategy the Lab uses is to identify and encourage the use of knowledge that improves education. Lab activities include the dissemination of policy information, product development, networking, training, and technical assistance.

Examples of activities include studies of special populations (e.g., urban dropouts, students in small schools, and Indian and Hispanic youth) to identify potential educational problems; networks of people with common interests in urban schools, equity, and higher education; a state policy and trends database which provides basic information on education issues; and strategies for improving services to small, rural

schools. McREL's Equity Center works to increase access to quality education for all students and disseminates information to increase awareness of equity issues and identify successful programs for reducing bias and stereotyping. Acting as a clearinghouse, the Equity Center links a computerized database on twenty major equity issues to potential users.

Publications include the *McREL Update* newsletter; *Noteworthy*, an annual magazine; *Heartland*, the newsletter of McREL's Equity Center; and *Policy Notes*, a bimonthly summary of issues relevant to educational policymakers. sck

North Central Regional Educational Laboratory (NCREL)

NCREL designs its work to meet needs related to educational research and development and provides information and services to a region that includes the states of Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. Assessment of the needs of educators and policymakers in the region have revealed issues in the following three program areas: (1) improving curriculum and instruction to ensure that all elementary and secondary students acquire capabilities necessary for functioning in the twenty-first century; (2) enhancing the education professions to attract, develop, and reward excellence among classroom teachers, school administrators, and other education professionals; and (3) strengthening school partnerships to broaden participation in educational improvement efforts by parents, policymakers, and community leaders.

NCREL's activities work toward the improvement of education for students in elementary and secondary schools by networking specific groups of educators and policymakers, promoting conferences, and providing specific staff development information and assistance. Activities have addressed rural issues, school restructuring, reading improvement, educational improvement, literacy, policy study and analysis, at-risk students, and rural education. The *Clipboard* is the newsletter published for NCREL's constituency. sck

Jeri Nowakowski
Executive Director
1900 Spring Road, Suite 300
Oak Brook, IL 60521
(708) 571-4700
FAX: (708) 571-4716

Northwest Regional Educational Laboratory (NWREL)

NWREL serves the states of Alaska, Idaho, Montana, Oregon, and Washington. The lab conducts applied research and provides development and technical assistance to educators, parents, and decisionmakers, designed to improve outcomes for children, youth, and adults. The *Northwest Report* newsletter serves NWREL's constituents. jeb

Robert R. Rath
Executive Director
101 SW Main Street, Suite 500
Portland, OR 97204-3297
(503) 275-9500
(800) 547-6339
FAX: (503) 275-9489

Pacific Region Educational Laboratory (PREL)

PREL helps schools improve educational outcomes for children, youth, and adults. This mission is carried out by assisting educators, families, government, community agencies, business, and labor in maintaining cultural literacy and improving quality and equality in educational programs and processes. This is accomplished through forums, research, technical assistance, evaluation, training, information resource activities, and product and procedure development and/or dissemination. PREL serves Pacific children and educators in American Samoa, Commonwealth of the North Mariana Islands, Federated States of Micronesia, Guam, Hawaii, Republic of the Marshall Islands, and Republic of Palau. jeb

John W. Kofel
Executive Director
Kay Noguchi
Communication Specialist
1164 Bishop Street, Suite 1409
Honolulu, HI 96813
(808) 532-1900
FAX: (808) 532-1922

Regional Laboratory for Educational Improvement of the Northeast and Islands

The Regional Laboratory for Educational Improvement of the Northeast and Islands serves the area of Connecticut, Maine, Massachusetts, New Hampshire, New York, Puerto Rico, Rhode Island, Vermont, and the Virgin Islands. A variety of programs and activities in three broad initiatives support a unifying theme. Designing Schools for Enhanced Learning is a multifaceted technical assistance and action research initiative designed to promote a fundamental reconceptualization of student and school success. A Regional Policy initiative supports policy development and implementation activities in areas related to maintaining a quality educator workforce in the region. School Improvement Services offers information, training, consultation, and other services to a wide variety of clients. The *Regional Lab Reports* is a topical newsletter published three to four times per year about some aspect of making schools work for the success of all students. jeb

David P. Crandall
Executive Director
Carol Anthony
Information Specialist
300 Brickstone Square,
Suite 900
Andover, MA 01810
(508) 470-0098
(800) 347-4200
FAX: (508) 475-9220

Research for Better Schools (RBS)

RBS serves Delaware, District of Columbia, Maryland, Pennsylvania, and New Jersey. RBS conducts research and policy studies on key education issues including assessment, at-risk youth, school-to-work transition, and critical thinking; develops improvement approaches and services for schools; provides consultant services to state leaders; develops products for special populations; and participates in national networking activities with other regional laboratories to enhance the use of products and knowledge. The lab publishes a newsletter, *RBS Project Brief*, disseminated nationally. sck

Keith M. Kershner
Director of Research and
Development
444 N. Third Street
Philadelphia, PA 19123-4107
(215) 574-9300 (Ext. 279)
FAX: (215) 574-0133

Southeastern Regional Vision for Education (SERVE)

SERVE represents Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina. SERVE proposes to address critical issues that are shared throughout the region, work as a leader and catalyst to promote systemic educational improvement, serve as a broker of exemplary practices and state-of-the-art research, and become an invaluable source of information for existing organizations working to promote educational improvement. To improve educational outcomes, especially for at-risk students, the laboratory has scheduled the following five annual areas of emphasis: (Year 1) improve math, science, and computer education, (Year 2) provide safe, drug-free schools, (Year 3) increase the graduate rate, (Year 4) improve student achievement and citizenship, and (Year 5) expand adult literacy and lifelong learning.

Ernest K. "Nick" Nicholson
Deputy Executive Director
University of North Carolina
at Greensboro
P.O. Box 5367
Greensboro, NC 27435
(919) 334-3211
(800) 755-3277
FAX: (919) 334-3268

Examples of research and development activities the laboratory will conduct include developing and field-testing a rural school-business partnership model and network; developing site-based accountability models—local measures of effectiveness; studying the effects of incentive programs on reducing dropout rates and on improving school conduct, academic achievement, and attendance of identified at-risk students; and evaluating the impact of videocommunications and other telecommunications technology on rural school education. The laboratory will conduct and disseminate topical research, technical assistance, and other laboratory products via teleconferences, videotapes, satellite downlinks, public broadcasting, interactive videodisc technology, and through a network of rural education professionals. sck

Southwest Educational Development Laboratory (SEDL)

SEDL serves the states of Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. It exists to challenge, support, and enrich educational systems in providing quality education for all learners. The lab has identified a series of six goals: (1) promote effective home-school-community connections that foster success for at-risk students, (2) improve transition from early childhood education to elementary school, (3) promote leadership and facilitate change for education professionals, (4) ensure that state-level policy is informed by research on best practices, (5) support rural school technology and initiatives for rural students at risk, and (6) improve the achievement of at-risk students in math and science. SEDL also administers a minority internship program; functions as a Center for Language Minority Population Projects and as Texas' Title VII Multi-Functional Resource Center; conducts Paso Partners, a staff development program for LEP instructors; and operates a Regional Rehabilitation Exchange, providing information and technical assistance on exemplary vocational rehabilitation programs for adults in transition to employment and independent living. jeb

Dave Wilson, Director
Communications and
Development

211 E. Seventh Street
Austin, TX 78701
(512) 476-6861
FAX: (512) 476-2286

STATE DIRECTORS OF VOCATIONAL EDUCATION

This listing can help in providing addresses and phone numbers of contact people who can facilitate individual and group efforts to utilize the most current and relevant advice, information, and services available to children within each state.

NATIONAL OFFICE

Madeleine B. Hemmings
Executive Director
NASDVTEC/NVEPDC
1616 P Street, NW, Suite 340
Washington, DC 20036
(202) 328-0216

ALABAMA

Stephen Franks, State Director
State Department of Education
Division of Vocational Education
Services
50 N. Ripley Street
Montgomery, AL 36030-3901
(205) 242-9111

ALASKA

Wills Gabier, State Director
State Department of Education
Adult and Vocational Education
Goldbelt Place
801 W. 10th Street, Pouch F
Juneau, AK 99811
(907) 465-4685

ARIZONA

Barbara Border
State Director of Vocational Education
Arizona Department of Education
1535 W. Jefferson
Phoenix, AZ 85007
(602) 542-5343

ARKANSAS

Lonnie McNatt, Director,
Adult Education Section
Arkansas Department of Education
Vocational/Technical Education Division
Three Capitol Mall
Luther S. Hardin Building
Little Rock, AR 72201-1083
(501) 682-1500

CALIFORNIA

G. Allan Holmes, Acting Director
State Department of Education
Vocational Education Division
1919 21st Street
Sacramento, CA 94244-2720
(916) 445-3314

COLORADO

Clay Whitlow
Vice President of Educational Services
Colorado Community College and
Occupational Education System
1391 N. Speer Boulevard, #600
Denver, CO 80202-2554
(303) 620-4057

CONNECTICUT

Theodore Sergi
Associate Commissioner/Director
State Department of Education
Division of Vocational and Adult
Education
25 Industrial Park Road
Middletown, CT 06457
(203) 638-4000

DELAWARE

Thomas M. Welch
State Director of Vocational Education
State Department of Public Instruction
J.G. Townsend Building
P.O. Box 1402
Dover, DE 19901
(302) 739-4638

DISTRICT OF COLUMBIA

Otho Jones
State Director of Vocational Education
Brown Administration Unit
26th and Benning Road, NE
Washington, DC 20002
(202) 724-2097

FLORIDA

Robert Howell, State Director
State Department of Education
Division of Vocational Education
Knott Building
Tallahassee, FL 32399-0400
(904) 488-8961

GEORGIA

William P. Johnson
Associate State Superintendent of
Vocational Education
State Department of Education
1766 Twin Towers East
Atlanta, GA 30334
(404) 656-6711

HAWAII

Alan Kohan, State Director
University of Hawaii
Sinclair Annex 1, Room 4
1633 Bachmann Place
Honolulu, HI 96822
(808) 948-7461

IDAHO

Trudy Anderson, State Administrator
State Board of Education
Idaho Division of Vocational Education
650 W. State Street
Boise, ID 83720
(208) 334-3216

ILLINOIS

Richard J. Miguel, State Director
State Department of Education
Department of Adult, Vocational, and
Technical Education
100 N. First Street
Springfield, IL 62777
(217) 782-4627

INDIANA

William E. Christopher, Commissioner
Indiana Commission on Vocational and
Technical Education
325 W. Washington Street
Indianapolis, IN 46204
(317) 232-1814

IOWA

Joann Horton, Administrator
Department of Education
Division of Community Colleges
Grimes State Office Building
Des Moines, IA 50319
(515) 281-4702

KANSAS

Tom Moore, State Director
State Department of Education
120 E. Tenth Street
Topeka, KS 66612
(913) 296-3952

KENTUCKY

Audrey T. Carr
Superintendent for Vocational Education
State Department of Education
2011 Capital Plaza Tower
Frankfurt, KY 40601
(502) 564-4286

LOUISIANA

C. Raymond Bell, Jr.
Assistant State Superintendent of
Vocational Education
State Department of Education
Capitol Station, Box 94064
Baton Rouge, LA 70804-9064
(504) 342-4411

MAINE

William H. Cassidy
Associate Commissioner
Bureau of Vocational Education
Department of ECS
Education Building State 23
Augusta, ME 04333
(207) 289-5854

MARYLAND

Katherine Oliver
Assistant State Superintendent
State Department of Education
Vocational Technical Education
200 W. Baltimore Street
Baltimore, MD 21201
(301) 333-2075

MASSACHUSETTS

David F. Cronin
Associate Commissioner
Massachusetts Department of Education
Occupational Education
1385 Hancock Street
Quincy, MA 02169
(617) 770-7350

MICHIGAN

Lola V. Jackson, State Director
State Department of Education
Vocational Technical Education
P.O. Box 30009
Lansing, MI 48909
(517) 373-3373

MINNESOTA

Carole Johnson, Chancellor
State Board of Vocational Technical
Education
564 Capitol Square
550 Cedar Street
St. Paul, MN 55101
(612) 297-3289

MISSISSIPPI

Elywn Wheat
Associate State Superintendent
State Department of Education
Vocational Technical Education
P.O. Box 771
Jackson, MS 39205
(601) 359-3088

MISSOURI

Frank Drake, Assistant Commissioner
Director of Vocational Education
State Department of Elementary and
Secondary Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-2660

MONTANA

Brady J. Vardemann
Deputy Commissioner of Vocational
Technical Education
Montana University System
33 S. Last Chance Gulch
Helena, MT 59620-2602
(406) 444-6570

NEBRASKA

Marge Harouff
Assistant Commissioner for Vocational
Education
State Department of Education
301 Centennial Mall South, 6th Floor
P.O. Box 94987
Lincoln, NE 68509
(402) 471-4800

NEVADA

Bill Trabert
Director, Vocational Education
State Department of Education
400 W. King Street
Carson City, NV 89710
(702) 687-5144

NEW HAMPSHIRE

G. William Porter, Director
Department of Education
101 Pleasant Street
Concord, NH 03301
(603) 271-3454

NEW JERSEY

Thomas A. Henry
Assistant Commissioner of Vocational
Education
State Department of Education
CN 500, 240 W. State Street, Fl 11
Trenton, NJ 08625-0500
(609) 633-0665

NEW MEXICO

Albert Zamora, State Director
State Department of Education
200 Don Gaspar
Vocational Technical Education
Santa Fe, NM 87503
(505) 827-6511

NEW YORK

Lorraine Merrick
Assistant Commissioner
State Department of Education
Room 979, EBA
Occupational and Career Education
Albany, NY 12234
(518) 473-7155

NORTH CAROLINA

Clifton B. Belcher
State Director, Division of Vocational
Education Services
North Carolina Department of
Public Instruction
116 W. Edenton Street, Room 535
Raleigh, NC 27603-1712
(919) 733-7362

NORTH DAKOTA

Carrol E. Burchinal, Director
Executive Officer
State Board of Education
State Capitol, 15th Floor
Bismark, ND 58505-0610
(701) 224-2259

OHIO

Darrell L. Parks
Director of Vocational and Career
Education
Ohio Department of Education
65 S. Front Street, Room 907
Columbus, OH 43266-0303
(614) 466-3430

OKLAHOMA

Roy V. Peters, Jr., State Director
State Department of Education
1500 W. Seventh Avenue
Stillwater, OK 74074
(405) 377-2000

OREGON

J. D. Hoyer
Assistant Superintendent
State Department of Education
Division of Vocational Education
700 Pringle Parkway, SE
Salem, OR 97310-0290
(503) 378-2337

PENNSYLVANIA

Ferman Moody
State Director of Vocational Education
State Department of Education
333 Market Street
Harrisburg, PA 17126-0333
(717) 787-5530

RHODE ISLAND

Frank M. Santoro
Deputy Assistant Commissioner for
Vocational Education
Vocational Education
Roger Williams Building, #222B
22 Hayes Street
Providence, RI 02908
(401) 277-2691

SOUTH CAROLINA

Anne L. Matthews, Director
State Department of Education
Office of Occupational Education
904 Rutledge Office Building
Columbia, SC 29201
(803) 734-8400

SOUTH DAKOTA

Larry P. Zikmund, State Director
Division of Vocational Technical
Education
Richard Kneip Building
411 E. Capitol Avenue
Pierre, SD 57501-5070
(605) 773-5090

TENNESSEE

Marvin Flatt
Assistant Commissioner
State Department of Education
Division of Vocational Education
200 Cordell Hull Building
Nashville, TN 37243-0383
(615) 741-1716

TEXAS

J. R. Cummings
Assistant Commissioner for Programs,
Funding, and Compliance
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701
(512) 463-8992

UTAH

Joe O. Luke, State Director
Utah State Office of Education
Office of Vocational Education
250 E. 500 South
Salt Lake City, UT 84111
(801) 538-7841

VERMONT

Gerard A. Asselin, Director
State Department of Education, Adult,
Vocational, and Technical Education
State Office Building
Montpelier, VT 05602
(802) 828-3101

VIRGINIA

Jerry Hicks, State Director
Department of Education
Vocational and Adult Education
Box 6Q, 101 N. 14th Street
Richmond, VA 23219
(804) 225-2877

WASHINGTON

Merritt D. Long, State Director
State Board for Vocational Education
Building #17, Airdustrial Park
MS/LS-10
Olympia, WA 98504-6110
(206) 753-5660

WEST VIRGINIA

Adam Sponaule
Assistant Superintendent
Bureau of Vocational, Technical, and
Adult Education
1900 Washington Six, Room B221
Charleston, WV 25306
(304) 348-2346

WISCONSIN

Dwight York, State Director
State Board of Vocational, Technical,
and Adult Education
310 Price Place, P.O. Box 7874
Madison, WI 53707
(608) 266-1770

WYOMING

Ellen Mellot, State Director
Executive Director, State Council On
Vocational Education
State Department of Education
6106 N. Yellowstone Road
Cheyenne, WY 82002-0050
(307) 777-6216

AMERICAN SAMOA

Valaparaíso Ieremia, State Director
Department of Education
Government of American Samoa
P.O. Box 324
Pago Pago, American Samoa 96799
(684) 633-5238

GUAM

John Cruz, President
State Director
Guam Community College
Vocational Adult Education
P.O. Box 23069, Guam Main Facility
Guam, Mariana Islands 96921
(617) 734-4311

PUERTO RICO

Rafael Gautier, Assistant Secretary
Vocational Technical Education
P.O. Box 759
Hato Rey, PR 00919
(809) 753-9128

**TRUST TERRITORIES OF THE
PACIFIC ISLANDS**

Director of Vocational and
Adult Education
Office of Education
Office of the High Commission
Saipan, Mariana Islands 96950

Patrick Tellei
Vocational Education Coordinator
Cumi Public School System
Commonwealth of Northern Marianas
Saipan, Mariana Islands 96950
(670) 322-9311

VIRGIN ISLANDS

Ram D. Bansal, State Director
Department of Education, Vocational
Education
#21, 22, & 23 Hospital Street
Christiansted, St. Croix
Virgin Islands 00820
(809) 773-5488

STATE PERSONNEL RESPONSIBLE FOR VOCATIONAL EDUCATION FOR HANDICAPPED, DISADVANTAGED, AND LIMITED-ENGLISH PROFICIENT PERSONS

This listing can help in providing addresses and phone numbers of contact people who can facilitate individual and group efforts to utilize the most current and relevant advice, information, and services available to children within each state.

U.S. DEPARTMENT OF EDUCATION

Ron Castaldi
Senior Program Specialist
U.S. Department of Education
Division of Vocational Education
400 Maryland Avenue, SW
Reporters Building, Room 615
Washington, DC 20202-3583

ALABAMA

Tom Pierce, State Coordinator
Department of Education
Division of Vocational Education,
806 State Office Building
Montgomery, AL 36130
(205) 281-8780

Henry Wright
Department of Education
Division of Vocational Education
806 State Office Building
Montgomery, AL 36130
(205) 261-5224

ALASKA

Sue Ethelbah, Program Manager
Office of Adult and Vocational Education
P.O. Box F
Juneau, AK 99811
(907) 465-2980

ARIZONA

Tina Ammon
Program Specialist Guidance
State Department of Education
Division of Vocational Education
1535 W. Jefferson
Phoenix, AZ 85007
(602) 542-5074

Karlene Darby
Vocational Special Needs Specialist
Arizona Department of Education
Program Support
1535 W. Jefferson Street
Phoenix, AZ 85007
(602) 542-4365

Mary Dohar
Program Specialist, Handicapped
Arizona Department of Education
Division of Vocational Education
1535 W. Jefferson
Phoenix, AZ 85007
(602) 452-4365

Randy Eubank
Program Specialist, LEP/Guidance
Arizona Department of Education
Division of Vocational Education
1535 W. Jefferson
Phoenix, AZ 85007
(602) 255-5357

Stewart Miller
Director of Program Support
Arizona Department of Education
1535 W. Jefferson
Phoenix, AZ 85007
(602) 255-3437

ARKANSAS

M. G. Bell
State Department of Education
Executive Building, Suite 220
2020 W. 3rd Street
Little Rock, AR 72205
(501) 324-9469

R. L. Madden, Area Supervisor
State Department of Education
Special Needs Programs
Executive Building, Suite 220
2020 W. 3rd Street
Little Rock, AR 72205
(501) 371-2374

Mary B. Williams
Special Needs Programs Supervisor
State Department of Education
Executive Building, Suite 220
2020 W. 3rd Street
Little Rock, AR 72205
(501) 324-9469

CALIFORNIA

Jim Allison
Administrator, Special Programs
State Department of Education
1919 21st Street
Sacramento, CA 95814
(916) 324-7973

COLORADO

Ed Ray
Associate Vice President for
Instructional Services
Colorado Community College and
Occupational Education
1391 N. Speer Boulevard, Suite 600
Denver, CO 80204-2554
(303) 620-4000

CONNECTICUT

Maxine Arkin
Consultant, Special Education
State Department of Education
Vocational Technical Schools
P.O. Box 2219
Hartford, CT 06145
(203) 639-4131

David S. Gifford
Consultant, Vocational Programs,
Handicapped and Disadvantaged
State Department of Education
Box 2219
Division of Vocational, Technical, and
Adult Education
Hartford, CT 06145
(203) 638-4059

Saul Sibirsky
Consultant LEP
State Department of Education
Vocational Technical Schools
25 Industrial Park Road
Middletown, CT 06457
(203) 638-4127

DELAWARE

Adam W. Fisher, State Supervisor
Vocational Education for Exceptional
Children
Department of Public Instruction
Dover, DE 19903
(302) 739-4681

DISTRICT OF COLUMBIA

James B. Gillespie, Supervisor
Career Programs for Handicapped
Logan Administrative Unit
3rd and G Street, NE
Washington, DC 20002
(202) 724-4793

Charles Webb
Division of Career and Adult Education
Browne Administrative Unit
26th Street and Benning Road, NE
Washington, DC 20002

FLORIDA

Janet Adams
Florida Department of Education
Florida Education Center, Suite 1214
325 W. Gaines
Tallahassee, FL 32399-0400

Dorothy Bouie, Coordinator
Department of Education
Special Vocational Programs
Division of Vocational, Adult, and
Community Education
Knott Building
Tallahassee, FL 32399
(904) 488-5965

F. Patricia Hall, Director
Department of Education
Special Needs Programs
Division of Vocational, Adult, and
Community Education
Knott Building
Tallahassee, FL 32399
(904) 488-7153

Jane Silveria, Program Specialist
Department of Education
Special Vocational Programs
Division of Vocational, Adult, and
Community Education
Knott Building
Tallahassee, FL 32399
(904) 488-5965

GEORGIA

Milton G. Adams, State Supervisor
Georgia Department of Education
Vocational Education Special Needs Unit
1770 Twin Towers East
Atlanta, GA 30334
(404) 656-2516

Naomi Dorsey
Assistant State Supervisor
Georgia Department of Education
Special Needs Programs
Office of Vocational Education
1770 Twin Towers East
Atlanta, GA 30334
(404) 656-2516

Loydia Webber
State Supervisor, Postsecondary
Georgia Department of Education
Special Needs Programs
Office of Vocational Education
660 S. CNN Center
Atlanta, GA 30335
(404) 656-5845

HAWAII

Margaret A. Donovan
Educational Specialist III
Department of Education
Special Education Section
3430 Leahi Avenue
Honolulu, HI 96815
(808) 737-3720

Larry Higeshi
Department of Education
Special Program Management
3430 Leahi Avenue
Honolulu, HI 96815
(808) 735-9024

Lawrence A. Inaba, State Director
University of Hawaii
Sinclair Annex 1, Room 4
1633 Bachmann Place
Honolulu, HI 96822
(808) 948-7461

Gordon Kuwada
Educational Specialist III
Department of Education
Occupational Development and
Compensatory Education Section
941 Hind Iuka Drive
Honolulu, HI 96821
(808) 373-2984

Roberta Major
Educational Specialist III
Department of Education
Languages Section
189 Lunalilo Home Road
Honolulu, HI 96825
(808) 395-7132

Janice Meeker
Coordinator for Personnel Development
University of Hawaii
Office of the State Director for
Vocational Education
Sinclair Annex 1, Room 4
Honolulu, HI 96822
(808) 948-7461

IDAHO

Roger Sathre
Supervisor of Special Needs
State Division of Vocational Education
650 W. State Street
Boise, ID 83720
(208) 334-3216

ILLINOIS

Virginia Dorn, Consultant
Illinois State Board of Education
Handicapped and Disadvantaged (LEP)
Services
100 N. First Street, C-421
Springfield, IL 62777
(217) 782-4876

Sharon Full, Consultant
Illinois State Board of Education
Division of Adult, Vocational, &
Technical Education
100 N. First Street, C-421
Springfield, IL 62777
(217) 782-4876

Rita Kalfas, Consultant
Illinois State Board of Education
Handicapped and Disadvantaged (LEP)
Services
100 N. First Street, C-421
Springfield, IL 62777
(217) 782-4876

INDIANA

Amy S. Kovalan
Program Officer for Financial Affairs
Indiana Commission for Higher
Education
101 W. Ohio, Suite 550
Indianapolis, IN 46204
(317) 232-1900

Greg Steele
Department of Education
Center for School Improvement and
Modernization
229 State House
Indianapolis, IN 46204-2798
(317) 232-0520

IOWA

Richard L. Latch, Consultant
Department of Education
Bureau of Career and Vocational
Education
Grimes State Office Building
Des Moines, IA 50319-0146
(515) 281-3866

Sandra Schmitz, Consultant
Department of Education
Bureau of Career Education
Grimes State Office Building
Des Moines, IA 50319-0146
(515) 281-3954

KANSAS

Carolyn Olson
Program Specialist—Technical
State Department of Education
Assistance and Inservice
Vocational Education
120 E. Tenth Street
Topeka, KS 66612
(913) 296-3958

KENTUCKY

Donnalie Stratton, Unit Director
Special Vocational Programs Unit
Room 2120, Capitol Plaza Tower
Mero Street
Frankfort, KY 40601
(502) 564-3472

LOUISIANA

Thelma Hughes
Special Needs Program Manager
Louisiana State Department of Education
Administrative Services
Office of Vocational Education
P.O. Box 94064
Baton Rouge, LA 70804-9064
(504) 342-3551

Janet Langlois
Special Needs Program Manager
Louisiana State Department of Education
Administrative Services
Office of Vocational Education
P.O. Box 94064
Baton Rouge, LA 70804-9064
(504) 342-3551

Fred Z. Shirley
Director of Administrative Services
Louisiana State Department of Education
Office of Vocational Education
P.O. Box 94064
Baton Rouge, LA 70804-9064
(504) 342-3535

MAINE

Joseph Lessard
Consultant, Programs for Handicapped
and Disadvantaged
Department of Educational and Cultural
Services
State House Station #23
Division of Program Services and Finance,
Bureau of Vocational Education
Augusta, ME 04333
(207) 289-5854

MARYLAND

Ruth Brown
Specialist in Programs and Services for
Students with Special Needs
Maryland Department of Education
Division of Vocational-Technical
Education
200 W. Baltimore Street
Baltimore, MD 21201
(301) 333-2088

Gerald F. Day
Chief, Special Programs
Maryland Department of Education
Division of Vocational-Technical
Education
200 W. Baltimore Street
Baltimore, MD 21201
(301) 333-2088

Edward Roebuck
Specialist in Programs and Services for
Students with Special Needs
Maryland Department of Education
Division of Vocational-Technical
Education
200 W. Baltimore Street
Baltimore, MD 21201
(301) 333-2088

MASSACHUSETTS

Elaine Cadigan, Director
Massachusetts Department of Education
Division of Occupational Education
Bureau of Program Services
1385 Hancock Street
Quincy, MA 02169
(617) 770-7354

David F. Cronin, Associate Commissioner
Massachusetts Department of Education
Occupational Education
1385 Hancock Street
Quincy, MA 02169
(617) 770-7350

MICHIGAN

Patricia Dunn
Michigan Department of Education
Vocational-Technical Education Service
Special Populations, Programs, and
Services
P.O. Box 30009
Lansing, MI 48909
(517) 335-0358

Robert S. Kennon, Supervisor
Michigan Department of Education
Vocational-Technical Education Service
Special Populations, Programs, and
Services
P.O. Box 30009
Lansing, MI 48909
(517) 373-6866

MINNESOTA

Alar R. Ducett, Specialist,
Admissions-Career Counseling
Minnesota State Board of
Vocational-Technical Education
Bilingual/Minority Programs
Capitol Square, 550 Cedar Street
St. Paul, MN 55101
(612) 296-5707

Ronald Koebnick, Specialist
Minnesota State Board of Voc-Technical
Education
Secondary Vocational Education
Capitol Square, 550 Cedar Street
St. Paul, MN 55101
(612) 296-1108

Lloyd A. Petri, Manager
Minnesota Technical College System
Supplemental Support Services
Capitol Square, 550 Cedar Street
St. Paul, MN 55101
(612) 296-5707

MISSISSIPPI

Janis Early
Special Vocational Services for the
Disadvantaged
State Department of Education
Office of Vocational-Technical and
Adult Education
P.O. Box 771
Jackson, MS 39205-0771
(601) 359-3467

Morris Murray, State Supervisor
State Department of Education
Special Vocational Services for the
Handicapped
Office of Vocational-Technical and
Adult Education
P.O. Box 771
Jackson, MS 39205-0771
(601) 359-3467

MISSOURI

Bob Larivee
Special Needs and Guidance Services
Department of Elementary and
Secondary Education
Division of Vocational and Adult
Education
P.O. Box 480
Jefferson City, MO 65102
(314) 756-7966

Dick Omer
Assistant Director of Vocational Special
Needs and Guidance Services
Department of Elementary and
Secondary Education
Division of Vocational Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-1394

Iva Presberry
Supervisor of Vocational Special Needs
and Guidance
Department of Elementary and
Secondary Education
Division of Vocational and Adult
Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-4192

MONTANA

Roger Swearengen
JTPA Marketing Specialist
Department of Vocational Education
Office of Public Instruction
Helena, MT 59620
(406) 444-4456

Jim Whealon
Assistant Superintendent
Department of Vocational Education
Office of Public Instruction
Helena, MT 59620
(406) 444-2413

NEBRASKA

Richard Campbell, Director
Nebraska Department of Education
Cooperative Programs and Secondary
Vocational Special Needs
P.O. Box 94987
301 Centennial Mall South
Lincoln, NE 68509
(402) 471-2432

Evelyn Lavaty, Director
Nebraska Department of Education
Career and Guidance and Postsecondary
Vocational Special Needs
P.O. Box 94987
301 Centennial Mall South
Lincoln, NE 68509
(402) 471-2413

NEVADA

Gary Waters, Acting Consultant
Department of Education
Handicapped and Disadvantaged
400 W. King Street, Capitol Complex
Carson City, NV 89710
(702) 687-3144

NEW HAMPSHIRE

Franklin Dye
Curriculum Supervisor for the
Handicapped and Disadvantaged
New Hampshire State Department of
Education
Bureau of Vocational-Technical
Education
101 Pleasant Street
Concord, NH 03301
(603) 271-2452

NEW JERSEY

Dean Garwood
New Jersey State Department of
Education
225 W. State Street
Division of Vocational Education
Trenton, NJ 08625
(609) 292-5850

Linda Petry, Planning Associate
New Jersey Department of Education
Vocational Division CN500 225W
Trenton, NJ 08625
(609) 292-5744

NEW MEXICO

Muriel Lawler, State Director
New Mexico Department of Education
Adult Basic Education
Education Building
300 Don Gaspar
Santa Fe, NM 87501-2786
(505) 827-6675

NEW YORK

Howard Berkun, Chief
State Department of Education
Bureau of Occupational Education
Technical Assistance and Information
Services.
One Commerce Plaza, Room 1610
Albany, NY 12234
(518) 473-6386

Barbara Shay, Chief
Bureau of Occupational Education
State Department of Education
Policy Development
One Commerce Plaza, Room 1624
Albany, NY 12234
(518) 473-1081

NORTH CAROLINA

Pamela E. Davis
Special Populations Consultant
Department of Public Instruction
Disadvantaged, Handicapped, and
Educational Equity
Division of Vocational Education
Education Building, Room 550
Raleigh, NC 27611
(919) 733-4834

Deborah Shumate, Consultant
Department of Public Instruction
Disadvantaged, Handicapped, and
Educational Equity
Division of Vocational Education
Education Building, Room 550
Raleigh, NC 27611
(919) 733-4834

NORTH DAKOTA

Garry Freier
Supervisor of Special Needs
State Board for Vocational Education
15th Floor Capitol Tower
Bismarck, ND 58505
(701) 224-3178

OHIO

Joe O. Elk, Supervisor
Correctional Programs
Ohio Department of Education
Division of Vocational and Career
Education
Special Needs Service
65 S. Front Street, Room 918
Columbus, OH 43266-0308
(614) 466-4835

Sandra Muir, Supervisor
Ohio Department of Education
Division of Vocational and Career
Education
Special Needs Service
65 S. Front Street, Room 912
Columbus, OH 43266-0308
(614) 466-5718

James E. Price, Supervisor
Ohio Department of Education
Division of Vocational and Career
Education
Special Needs Service
65 S. Front Street, Room 918
Columbus, OH 43266-0308
(614) 466-4835

OKLAHOMA

Melanie Eick, Disabilities Specialist
Oklahoma Department of Vocational and
Technical Education
Disadvantaged and Handicapped
Services
1500 W. Seventh Avenue
Stillwater, OK 74074-4364
(405) 743-5138

Jeanetta Shipp
Disadvantaged/Supplementary Services
Specialist
State Department of Vocational
Technical Education
Disadvantaged and Handicapped
Services
1500 W. 7th Avenue
Stillwater, OK 74074-4364
(405) 743-5139

OREGON

Ralph Yoshimura, Specialist
Oregon Department of Education
Disadvantaged and Handicapped
700 Pringle Parkway, SE
Salem, OR 97310-0290
(503) 378-8472

PENNSYLVANIA

Janice Evans
Disadvantaged and LEP Specialist
Pennsylvania Department of Education
Bureau of Vocational and Adult
Education
333 Market Street
Harrisburg, PA 17126-0333
(717) 787-8022

Marjorie Blaise
Handicapped Specialist
Pennsylvania Department of Education
Bureau of Vocational and Adult
Education
333 Market Street
Harrisburg, PA 17126-0333
(717) 787-8022

RHODE ISLAND

Richard Kramer
Specialist III—Disadvantaged and LEP
State Department of Education
Division of Vocational and Adult
Education
22 Hayes Street
Providence, RI 02908
(401) 277-2691

Arthur Tartaglione
Specialist II—Handicapped
State Department of Education
Division of Vocational and Adult
Education
22 Hayes Street
Providence, RI 02908
(401) 277-2691

SOUTH CAROLINA

Ann Winstead, Supervisor
Special Programs
State Department of Education
Office of Vocational Education
912C Rutledge Building
Columbia, SC 29201
(803) 734-8433

SOUTH DAKOTA

Michael L. Ryan, Supervisor
Special Needs
Office of Vocational Education
Richard F. Kneip Building
Pierre, SD 57501
(605) 773-3423

TENNESSEE

Sam McClanahan, Consultant
Special Vocational Programs
205 Cordell Hull Building
Nashville, TN 37219
(615) 741-1931

TEXAS

Eleanor K. Mikulin
Occupational Specialist II—Special Needs
Vocational Education Programs
Texas Education Agency
1701 N. Congress
Austin, TX 78701
(512) 463-9443

UTAH

Ken Hennefer
Special Needs Coordinator
Utah State Office of Education,
Operations
Services for At-Risk Students (SARS)
250 E. 500 South
Salt Lake City, UT 84111
(801) 538-7700

VERMONT

Tony Campbell
Special Needs Consultant
State Department of Education
Vocational Education for Disadvantaged
and Handicapped Programs
120 State Street
Montpelier, VT 05602
(802) 828-3101

WASHINGTON

Carlene J. H. Washington
Program Supervisor
Special Needs
Old Capitol Building
Mail Stop FG-11
Olympia, WA 98504
(206) 753-0555

WEST VIRGINIA

Jean Cary Davis, Supervisor
State Department of Education
Disadvantaged, Handicapped, and
Work-Study Programs
Bureau of VOTEC Education
1900 Washington Street East
Charleston, WV 25305
(304) 348-2349

WISCONSIN

Jerry Chlebowski, Section Chief
State Board of Vocational Technical and
Adult Education
Bureau of Support Services and
Economic Development
310 Price Place, P.O. Box 7874
Madison, WI 53707
(608) 266-0001

Deb Mahaffey
Bureau Director, Student and Support
Services
State Board of Vocational Technical and
Adult Education
310 Price Place, P.O. Box 7874
Madison, WI 53707
(608) 266-2302

Steve Gilles
Consultant for At-Risk Programs
Bureau for Educational Equity Programs
Division for Handicapped Children and
Pupil Services
P.O. Box 7841
Madison, WI 53707-7841
(608) 266-1723

Tom Heffron
Consultant, Special Services
State Board of Vocational Technical and
Adult Education
310 Price Place, P.O. Box 7874
Madison, WI 53707
(608) 266-3738

Sue Masterson
Consultant for Adaptive
Teaching/Learning Styles
Bureau for Educational Equity Programs
Division for Handicapped Children and
Pupil Services
P.O. Box 7841
Madison, WI 53707-7841
(608) 267-1070

Jim Mueller, Consultant
Disadvantaged and Minorities
State Board of Vocational Technical and
Adult Education
310 Price Place, P.O. Box 7874
Madison, WI 53707
(608) 266-2095

Preston Smeltzer, Supervisor
Vocational Special Needs Program
Bureau of Vocational Education
Division for Instructional Services
P.O. Box 7841
Madison, WI 53707-7841
(608) 266-7987

WYOMING

Ike Strayer
Acting State Director
Supervisor, Occupational Special Needs
Programs
State Department of Education
Hathaway Building
Vocational Programs Unit
Cheyenne, WY 82002
(307) 777-6252

AMERICAN SAMOA

Jan French, Director
Department of Education
Special Education
Pago Pago, American Samoa 96799
(684) 633-1323

Valaparaíso Ieremia, State Director
Department of Education
Government of American Samoa
P.O. Box 324
Pago Pago, American Samoa 96799
(684) 633-5238

Moe'olo Va'atavili, Assistant Director
Government of American Samoa
Department of Education
Special Education Division
Pago Pago, American Samoa 96799
(684) 633-5238

GUAM

Joaquin S. Pangelinan
Assistant State Director
Guam Community College
Vocational Education
P.O. Box 23069
Guam Main Facility
Guam, Mariana Islands 96921

PUERTO RICO

Lucila Torres Martinez
Assistant Secretary
Department of Education
Special Education Program
P.O. Box 759
Hato Rey, PR 00919-0759
(809) 759-7228

Jesusa Ortiz
General Supervisor
Department of Education
Vocational Area
Special Education Program
P.O. Box 759
Hato Rey, PR 00919
(809) 764-8059

VIRGIN ISLANDS

Aubrey L. Roebuck, Director
Vocational and Technical Education
P.O. Box 6640
Charlotte Amalie
Virgin Islands 00801
(809) 774-3046

NATIONAL ASSOCIATION OF STATE DIRECTORS OF SPECIAL EDUCATION, INC.

National Association of State Directors
of Special Education, Inc. (NASDSE)
2021 K Street, NW, Suite 315
Washington, DC 20006
(202) 296-1800

This professional society of state directors, state-level consultants, supervisors, and administrators have statewide responsibilities for administering special education programs. Their main purpose is to improve educational opportunities of exceptional children.

ALABAMA

Bill East, Coordinator
State Department of Education
Student Instructional Services
1020 Monticello Court
Montgomery, AL 36117-1901
(205) 261-5099

ALASKA

State Director, Administrator
Alaska Department of Education
Office, Special Services
P.O. Box F
Juneau, AK 99811
(907) 465-2970

ARIZONA

Diane Petersen
Deputy Associate Superintendent
Department of Education
Special Education Section
1535 W. Jefferson
Phoenix, AZ 85007-3280
(602) 255-3183

ARKANSAS

Diane Sydoriak
Associate Director, Special Education
Arkansas Department of Education
Education Building, Room 105-C
#4 Capitol Mall
Little Rock, AR 72201
(501) 682-4221

CALIFORNIA

Patrick Campbell, State Director
Special Education Division
Specialized Programs Branch
P.O. Box 944272
Sacramento, CA 94244-2720
(916) 323-4768

COLORADO

Brian McNulty, Executive Director
Colorado Department of Education
Special Education Services Unit
201 E. Colfax Avenue
Denver, CO 80203
(303) 866-6694

CONNECTICUT

Tom B. Gillung, Bureau Chief
Connecticut Department of Education
Bureau of Special Education and Pupil
Personnel Services
P.O. Box 2219
Hartford, CT 06102-2219
(203) 566-3561

DELAWARE

Carl M. Haltom, State Director
Department of Public Instruction
Exceptional Children/Special Programs
Division
P.O. Box 1402
Dover, DE 19903
(302) 736-5471

DISTRICT OF COLUMBIA

Charles G. Cordova
Chief, Bureau of Executive Education
Bureau of Indian Affairs
Office of Indian Education Programs
18th and C Streets, NW, Room 4642
Washington, DC 20245
(202) 343-4071

Doris A. Woodson
Assistant Superintendent
DC Public Schools
Division of Special Education and Pupil
Personnel Services
Webster Administration Building
10th and H Streets, NW
Washington, DC 20001
(202) 724-4018

FLORIDA

State Director of Special Needs
Florida Department of Education
Bureau of Education for Exceptional
Students
Knott Building
Tallahassee, FL 32399
(904) 488-1570

GEORGIA

Joan A. Jordan, Director
Georgia Department of Education
Division of Exceptional Students
1970 Twin Towers East
205 Butler Street
Atlanta, GA 30334-1601
(404) 656-2425

HAWAII

Margaret A. Donovan
Educational Specialist III
Department of Education
Special Education Section
3430 Leahi Avenue
Honolulu, HI 96815
(808) 737-3720

IDAHO

Mike Lowder, State Director
State Board of Education
Special Education
650 W. State Street
Boise, ID 83720

ILLINOIS

Gail Lieberman
State Director, Special Education
Illinois State Board of Education
Mail Code E-216
100 N. First Street
Springfield, IL 62777-0001
(217) 782-6601

INDIANA

Paul Ash, State Director
Indiana Department of Education
Division of Special Education
State House, Room 229
Indianapolis, IN 46204
(317) 269-9462

IOWA

Frank Vance
Special Education Director
Iowa Department of Public Instruction
Division of Special Education
Grimes State Office Building
Des Moines, IA 50319-0146
(515) 281-3176

KANSAS

James E. Marshall
Director of Special Education
Kansas State Department of Education
120 E. 10th Street
Topeka, KS 66612
(913) 296-4945

KENTUCKY

Vivian Link
Associate Superintendent
Kentucky Department of Education
Office of Education for Exceptional
Children
Room 820 Capitol Plaza Tower
Frankfort, KY 40601
(502) 564-4970

LOUISIANA

Assistant Superintendant for
Special Education
Louisiana Department of Education
Special Educational Services
P.O. Box 94064, 9th Floor
Baton Rouge, LA 70804-9064
(504) 342-3633

MAINE

David Noble Stockford, Director
Department of Educational and Cultural
Services
Division of Special Education
State House Station #23
Augusta, ME 04333
(207) 289-5953

MARYLAND

Richard Steinke, State Director
Maryland State Department of Education
Division of Special Education
200 W. Baltimore Street
Baltimore, MD 21201-2595
(301) 333-2498

MASSACHUSETTS

Mary-Beth Fafard
Associate Commissioner
Department of Education
Division of Special Education
1385 Hancock Street, 3rd Floor
Quincy, MA 02169-5183
(617) 770-7468

MICHIGAN

Rick Baldwin, Director
Michigan Department of Education
Special Education Services
P.O. Box 30008
Lansing, MI 48909-7508
(517) 373-9433

MINNESOTA

Wayne Erickson, Director
Department of Education
Special Education Section
812 Capitol Square Building
550 Cedar Street
St. Paul, MN 55101-2233
(612) 296-1793

MISSISSIPPI

Walter H. Moore, Director
State Department of Education
Bureau of Special Services
P.O. Box 771
Jackson, MS 39205-0771
(601) 359-3490

MISSOURI

John B. Heskett
Coordinator of Special Education
Department of Elementary Secondary
Education
P.O. Box 480
Jefferson City, MO 65102
(314) 751-4909

MONTANA

Robert Runkel
Director of Special Education
Office of Public Instruction
State Capitol, Room 106
Helena, MT 59620
(406) 444-4429

NEBRASKA

Gary M. Sherman
Director of Special Education
Nebraska Department of Education
P.O. Box 94987
Lincoln, NE 68509-4987
(402) 471-2471

NEVADA

Gloria Dopf, Director
Special Education, Interim
Nevada Department of Education
440 W. King-Capitol Complex
Carson City, NV 89710-0004
(702) 885-3140

NEW HAMPSHIRE

Robert T. Kennedy, Director
New Hampshire Department of
Education
Special Education Bureau
101 Pleasant Street
Concord, NH 03301-3860
(603) 271-3741

NEW JERSEY

Jeffrey V. Osowski, Director
New Jersey Department of Education
Division of Special Education
P.O. Box CN 500
225 W. State Street
Trenton, NJ 08625-0001
(609) 633-6833

NEW MEXICO

Jim Newby, State Director
Special Education
State Department of Education
State Educational Building
Santa Fe, NM 87501-2786
(505) 827-6541

NEW YORK

Lawrence Gloeckler
Deputy Commissioner for Vocational
Rehabilitation
New York State Education Department
Vocational Education Services for
Individuals with Disabilities
One Commerce Plaza, 16th Floor
Albany, NY 12234
(518) 474-2714

NORTH CAROLINA

E. Lowell Harris, Director
North Carolina State Department of
Public Instruction
Division for Exceptional Children
Room 442, Education Building
116 W. Edenton
Raleigh, NC 27603-1712
(919) 733-3921

NORTH DAKOTA

Gary W. Gronberg
Director of Special Education
Department of Public Instruction
State Capitol
Bismarck, ND 58505-0440
(701) 224-2277

OHIO

Frank E. New, Director
Ohio Department of Education
Division of Special Education
933 High Street
Worthington, OH 43085-4017
(614) 466-2650

OKLAHOMA

Connie Siler, State Director
State Department of Education
Special Education Section, Room 215
Oliver Hodge Memorial Building
Oklahoma City, OK 73105-4599
(405) 521-3352

OREGON

Karen Brazeau
Associate Superintendent
Oregon Department of Education
Special Education and Student Services
Division
700 Pringle Parkway, SE
Salem, OR 97310-0290
(503) 378-2677

PENNSYLVANIA

James Tucker, State Director
Pennsylvania Department of Education
Bureau of Special Education
333 Market Street
Harrisburg, PA 17126-0333
(717) 783-6913

RHODE ISLAND

Robert M. Pryhoda, Coordinator
Rhode Island Department of Education
Special Education Program Services
Unit
Roger Williams Building, Room 209
22 Hayes Street
Providence, RI 02908-5025
(401) 277-3505

SOUTH CAROLINA

Robert S. Black, Director
State Department of Education
Office of Programs for Handicapped
100 Executive Center Drive A-24
Columbia, SC 29201
(803) 737-8710

SOUTH DAKOTA

Dean Myers, State Director
South Dakota Department of Education
Section for Special Education
Richard F. Kneip Building
700 N. Illinois Street
Pierre, SD 57501-2293
(605) 773-3315

TENNESSEE

JoLeta Reynolds
Associate Assistant Commissioner
Tennessee Department of Education
Special Education Programs
132 Cordell Hull Building
Nashville, TN 37219
(615) 741-2851

TEXAS

Jill M. Gray, Director
Texas Education Agency
Special Education Programs
William B. Travis Building, Room 5-120
1701 N. Congress Avenue
Austin, TX 78701-1494
(512) 463-9414

UTAH

Steve Kukic
Coordinator of Special Education
Utah State Office of Education
250 E. 500 South
Salt Lake City, UT 84111-3204
(801) 538-7706

VERMONT

Marc Hull, State Director
Vermont Department of Education
Division of Special Education
120 State Street
State Office Building
Montpelier, VT 05602-3403
(802) 828-3141

VIRGINIA

William L. Helton, State Director
Virginia Department of Education
Office of Special and Compensatory
Education
P.O. Box 6Q
Richmond, VA 23216-2060
(804) 225-2402

WASHINGTON

Bob LaGarde, Acting Director
Special Education Section
Superintendent of Public Instruction
Old Capitol Building
Olympia, WA 98504-0001
(206) 753-6733

WEST VIRGINIA

Nancy Thabet, Director
West Virginia Department of Education
Office of Special Education
Building 6, Room B-304
Capitol Complex
Charleston, WV 25305
(304) 348-2696

WISCONSIN

Victor J. Contrucci
Assistant State Superintendent
Department of Public Instruction
Division of Handicapped Children and
Pupil Services
P.O. Box 7841, 125 S. Webster St.
Madison, WI 53707-7841
(608) 266-1649

WYOMING

Ken Blackburn
State Department of Education
Hathaway Building
2300 Capitol Avenue
Cheyenne, WY 82002-0050
(307) 777-7414

AMERICAN SAMOA

Jan French, Director
Department of Education
Special Education
Pago Pago, American Samoa 96799
(684) 633-1323

GUAM

Steve L. Spencer
Associate Superintendent of
Special Education
Department of Education
P.O. Box DE
Agana, Guam 96910
(671) 472-8901

MARIANA ISLANDS

Daniel H. Nielsen
Special Education Coordinator
Department of Education
Special Education Programs
Lower Base
Saipan, Mariana Islands 96950
(670) 322-9956

PUERTO RICO

Lucila Torres Martinez
Assistant Secretary
Department of Education
Special Education Program
P.O. Box 759
Hato Rey, PR 00919-0759
(809) 759-7228

VIRGIN ISLANDS

Priscilla I. Stridiron
State Director of Special Education
Department of Education
P.O. Box 6640
Charlotte Amalie
Virgin Islands 00801
(809) 776-5802

INDEX

TITLES OF RESOURCES

- The adolescent and young adult fact book, 20
- Adolescent fathers: Directory of services, 37
- Adolescent parent resource guide, 6
- Adolescent pregnancy in the South: A mandate for leadership, 1
- Adolescent pregnancy prevention: A guide for communities, 8
- Adolescent pregnancy: A funding and program analysis of New York state's response, 1
- Adolescents at risk: Prevalence and prevention, 20
- American youth: A statistical snapshot (2nd ed.), 21
- The at-risk student: Answers for educators, 8
- At-risk youth in crisis: A handbook for collaboration between schools and social services (Vol. 1: Introduction and Resources), 10
- Babies on buses: Lessons from initial implementation of the JOBS teen parent provisions, 34
- A basic bibliography of teen pregnancy program development and evaluation, 37
- A basic handbook for establishing a comprehensive teen fathers program, 2
- Beyond rhetoric: A new American agenda for children and families. Final report of the National Commission on Children, 21
- Boulder Valley Schools Teen Parenting program: An exemplary vocational education program serving a population with special needs (TASPP BRIEF, 2(3)), 22
- Bridging the gap: A national directory of services for women and girls with disabilities, 38
- Building life options, school-community collaborations for pregnancy prevention in the middle grades, 10
- Building opportunity for disadvantaged young families: The Project Match experience, 12
- Case studies for order amidst complexity: The status of coordination among vocational education, Job Training Partnership Act, and welfare-to-work programs (MDS-214), 12
- Counselor/advocates: Keeping pregnant and parenting teens in school, 9
- dBase III Minimum Evaluation Data Set Program for teen pregnancy care programs, 2
- Discover: An educational opportunity for women in transition, 6
- Effective programs for rural single parents, 3
- Evaluating and monitoring programs for pregnant and parenting teens, 3
- Evaluating your adolescent pregnancy program: How to get started, 4
- Facts in brief: Teenage pregnancy in the United States, 22
- The Family Support Act: Child support and teen parents, 34
- Family Support Act of 1988 (P.L. 100-485), 34
- From welfare to work, 13
- Illiteracy and the employability of single mothers: A policy and program approach, 13
- Images: Information manual of alternatives guiding educational success, 38
- The impact of Learnfare on Milwaukee county social service clients, 22

- Implementing the Family Support Act: Perspectives of Puerto Rican clients, 35
- Improving the self-sufficiency of teen parents (TASPP BRIEF, 1[6]), 23
- In school together: School-based child care serving student mothers: A handbook, 9
- Into the Working World Reports (Minority Female Single Parent Program: Lessons from Research), 14
- Job training for women: The promise and limits of public policies, 15
- Linking schools with human service agencies, 10
- The male role in teenage pregnancy and parenting: New directions for public policy, 23
- National guide to funding for women and girls, 39
- No place to call home: Discarded children in America, 24
- No way out: Working poor women in the United States, 15
- On my own: Mexican American women, self-sufficiency, and the Family Support Act, 35
- Order amidst complexity: The status of coordination among vocational education, Job Training Partnership Act, and welfare-to-work programs (MDS-063), 16
- Our future and our only hope: A survey of city halls regarding children and families, 24
- Pregnant and parenting teens: Keeping them in school, 39
- Preventing teenage pregnancies in rural America, 25
- A proper inheritance: Investing in the self-sufficiency of poor families, 25
- The provision of education and other services in state welfare-to-work programs, 17
- Putting the boys in the picture: A review of programs to promote sexual responsibility among young males, 26
- Reducing family poverty: Replicating Hispanic model programs for teen pregnancy prevention, 4
- Reforming welfare with work (Occasional Paper No. 2), 17
- Research methods for assessing and evaluating school-based clinics, 5
- Resource directory for single parents, 39
- Resource guide to work experience programs, 18
- The same client: The demographics of education and service delivery systems, 11
- Sourcebook of comparison data for evaluating adolescent pregnancy and parenting programs, 40
- State issues 1990: A survey of priority issues for state legislatures, 27
- The state of America's children 1991, 26
- State welfare-to-work programs: Four case studies, 18
- Teen parents and JOBS: Early state statistics, 19
- Teen parents: Selected resources for vocational preparation (MDS-110), 40
- Teen pregnancy (Publication No. AR-87-S5), 27
- Teen pregnancy: What is being done? A state-by-state look, 28
- Teenage fathers, 28
- Teenage parenthood: The school's response (Fastback No. 264), 29

- Teenage pregnancy and too-early childbearing:
Public costs, personal consequences (5th ed.), 29
- Teenage pregnancy in the United States: The
scope and the problem and state responses, 30
- Teenage pregnancy: A research guide to programs
and services (Legal Research Guides Vol. No. 4), 41
- Teenage pregnancy: Developing life options, 41
- The urban underclass: Disturbing problems
demanding attention (GAO/HRD-90-52), 31
- Three realities: Minority life in the United States, 30
- Too young parents: Costs and consequences of
teen pregnancy in Minnesota, 31
- Vanishing dreams: The growing economic plight
of America's young families, 32
- Welfare reform and the education provisions:
Programmatic options and considerations, 36
- What it takes: Structuring interagency
partnerships to connect children and families
with comprehensive services, 11
- When children want children: The urban crisis of
teenage childbearing, 33
- Working with teenage fathers: A handbook for
program development, 7
- Youth indicators 1991
(Stock No. 065-000-00446-1), 33

INDEX

AUTHORS OF RESOURCES

100th Congress, 34
Adams-Taylor, S., 8
Alan Guttmacher Institute, 22
American Association of Junior Leagues, Inc.,
41
The American Association of School
Administrators, 41
Archer, E., 10
Armstrong, E., 29
Ascher, C., 10
Association of Maternal and Child Health
Programs (Comp.), 37
Bernau, D., 27
Blank, M. J., 11
Bonjean, L. M., 29
Born, C. E., 24
Brindis, C., 8
Brown, C., 12, 16
Business-Higher Education Forum, 30
Cahill, M., 9, 10
Card, J. J., 40
Card, J. J. (Ed.), 3
Children's Defense Fund—Minnesota, 31
Clark, P. D., 6
Cope land, T. L., 1
Coyle-Williams, M. A., 22, 23, 40
Cruz, J. E., 35
Dash, L., 33
Dryfoos, J. G., 20, 26
Duany, L. A., 4
Earle, J., 9
ERIC Clearinghouse on Educational
Management, 10
Figueroa, J. R., 17, 18
Finlay, B., 20
Germinario, V., 8
Gillotti, P. A., 41
Glaeser, M., 40
Greenberg, M., 19, 34
Grubb, W. N., 12, 16
Gueron, J. M., 13, 17
Harlan, S. L. (Ed.), 15
Hartley, N., 18
Hayes, C., 13
Helge, D., 25
Henshaw, S. K., 30
Herr, T., 12
Hill, S., 34

Hodgkinson, H., 11
Houseman, A. W., 36
Jacobs, L. E., 9
Johnson, C., 32
Kallembach, S. C., 40
Kaufman, P., 12, 16
Kelley-Sease, B., 2
Kennedy, A. M., 30
Kirby, D., 5
Kolb, F. A., 39
Lederer, J., 12, 16
Lehmann, J., 18
Lepler, S., 1
Levin-Epstein, J., 19, 34
Levitan, S. A., 25
Lindner, A., 39
Linn-Benton Education Service District, 10
Lowe, D., 9
Mangum, G. L., 25
McBride, D., 2
Melaville, A. I., 11
National Clearinghouse on Women and Girls
with Disabilities (Comp.), 38
National Commission on Children, 21
National Commission on Working Women of
Wider Opportunities for Women, 15
National Council of LaRaza, 35
Office of Educational Research and
Improvement, Programs for the
Improvement of Practice, 33
Ogden, E., 8
Olson, L. M., 12
Olson, S. (Ed.), 39
Pattarozzi, C., 27
Pauly, E., 13
Pawasarat, J., 22
Perez, S. M., 4
Philiber, S., 4
Pines, M. W., 25
Pituman, K., 8
Quinn, L., 22
Reagan, T., 40
Rees, M. N., 27
Reyes, P., 8
Rittenmeyer, D. C., 29
Ritter, P. E., 40
Roberts, P., 34
Robinson, B. E., 28
Rockefeller Foundation, 14
Rosauer, R., 27
Sander, J., 7
Schlitt, J. J., 1

Schorr, L. B., 26
Select Committee on Children, Youth, and
Families, 24
Sennett, S. Z., 1
Sherman, A., 36
Silvanik, R. A., 17, 18
Simons, J., 20
Social Research Applications, 37
Somberg, D., 30
Steinberg, R. J. (Ed.), 15
Sullivan, M. L., 23
Sum, A., 32
Texas Dropout Information Clearinghouse, 38
U.S. General Accounting Office, 31
U.S. House of Representatives. Select
Committee on Children, Youth, and Families, 28
Van Vort, J., 30
Waszak, C., 29
Weill, J., 32
Wetzel, J. R., 21
White, J. L., 9
Willson, L., 6
Wisconsin Council on Vocational Education, 3
Yang, A., 20

**NATIONAL TASK FORCE
TECHNICAL ASSISTANCE FOR SPECIAL POPULATIONS PROGRAM (TASPP)
of the
NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION**

L. Allen Phelps, Ph.D.
TASPP Task Force Chair
Director, Vocational Studies Center
University of Wisconsin at Madison

Carole Johnson, Ph.D.
Chancellor
Minnesota Technical College System

Susan B. Asselin, Ph.D.
Associate Professor
Vocational Special Needs Education
Virginia Polytechnic Institute
and State University

Jeanne Lopez-Valadez
Office of Applied Innovations
Northern Illinois University

James Brown, Ph.D.
Associate Professor
Department of Vocational
Technical Education
University of Minnesota

Jeanne Repetto, Ph.D.
Director, Project RITS: Reciprocal
Instruction for Transition Specialists
Department of Special Education
University of Florida

Michelle Sarkees-Wircenski, Ed.D
Associate Professor
University of North Texas

Earl Brunberg
Assistant Director of Vocational
Education
Northeast Metropolitan Technical
College (Minnesota)

Lynda L. West, Ph.D.
Associate Professor
Department of Teacher Preparation
and Special Education
George Washington University
Washington, DC

Mary Cross, Ph.D.
Director of Liaison Office
National Center for Research
in Vocational Education
Washington, DC

E. Gareth Hoachlander, Ph.D.
President, MPR Associates, Inc.
Berkeley, California